DOCUMENT RESUME

ED 200 014 FL 012 141

AUTHOR Blair, Robert W.; And Others
TITLE Guarani Basic Course, Part I.
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE 68
NOTE 255p.; For related document, see FL 012 142. Parts may not reproduce clearly.
LANGUAGE English; Guarani

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *American Indian Languages; Communicative Competence (Languages); Cultural Awareness; Dialogs (Language); Grammar; Intensive Language Courses; Learning Activities; Pattern Drills (Language); Second Language Learning; *Textbooks; Vocabulary
IDENTIFIERS *Guarani; Paraguay

ABSTRACT

This is the first in a two-volume basic course in Guarani, the indigenous language of Paraguay. The volume consists of an introduction to the Guarani language, some general principles for adult language-learning, and ten instructional units. Because the goal of the course is to encourage and lead the learner to communicate in Guarani in class and outside of class, the units are organized in such a way as to maximize the student's role in learning. The units in this volume are self-instructional, "preparation stages" of the lessons which are oral and written exercises in vocabulary, pronunciation, structure, and conversation for the student to study and practice before going to class. Following the preparation stage is the core stage in which the instructor presents the material in short question-answer exchanges. The explanations are in English, and the exercises and dialogues are in both Guarani and English, with occasional use of Spanish. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200014

GUARANI BASIC COURSE

Part I

Prepared by: Robert W. Blair
Charles R. Graham
Delbert H. Groberg
Carlos Z. Gomez
Carlos R. Espínola

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peace Corps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL012191

1968

DEC 30 1980

INTRODUCTION

The Guarani Language

Among the notable accomplishments of the Peace Corps must be included the shattering of certain myths about languages. It took the Peace Corps to discover, at least for the American government, that Spanish and Portuguese are not the only important languages of Latin America; that indeed, in many large and heavily populated areas from Mexico down through the Andes and as far as Paraguay, aboriginal languages greatly predominate over the language imposed by the Europeans. It took the Peace Corps, with volunteers working on the grassroots level, to find out that even in many areas said to be practically bilingual, such as the eastern half of Paraguay, in fact Spanish is rarely spoken, and then only by a small minority, and then often haltingly and with embarrassment. In these areas the indigenous tongue, not remotely related to Spanish or any other European language, is the mother-tongue of the people, the language of hearth and home, the language of thoughts and dreams, of love and prayer, of conversation, work and play. It is a preciously held heritage through which their individual personalities and group unity are expressed. Spanish in these supposedly bilingual areas is the language used by a small minority for meeting the outside world. Spanish is the language of the schools, the government, and the military establishment, connotations of which do not particularly enhance its popularity.

It took the Peace Corps to show also that these highly complex languages, whose structures and idioms differed most radically from that of the European languages, could indeed be learned--and indeed must be by one desiring to establish rapport and communicate effectively with the people in these areas. Today PCV's in Latin America are learning several indigenous tongues whose strange-sounding names are little known in the United States: Guarani, Aymara, Quechua, Cuna, Cakchiquel, Mam, Quiché. In the future, no doubt, as Volunteers push into untouched areas, other tongues will be added to the list.

The Uniqueness of Guarani

Unique in many ways among these indigenous languages is Guarani. The mother-tongue of over one-million Paraguayans, Guarani is the only indigenous language in America to have been given official status as a national language. While the large indigenous languages of the Andes area and of Central America are spoken almost exclusively by the Indian populations, in Paraguay, where there are relatively few Indians, people of all classes and of varied ancestries speak the Indian tongue. They are deeply proud of it. Engineers, doctors, and other professional people even in the capitol city proudly proclaim, "Guarani is our language."

The Tupi-Guarani Dialects

The roots of Guarani lie hidden in the deep past. Its relatives include a twin sister, Tupi, for all practical purposes the same language, spoken today in the south part of Brazil. Until only recently Tupi was the Lingua Geral or lingua franca throughout Brazil. Other related dialects of Tupi-Guarani are spoken today in scattered areas along the Amazon River, in Bolivia, Brazil, Paraguay and Argentina. But only the twin-sister dialects, Tupi and Guarani, have been cultivated by large numbers of people other than Indians. No languages even remotely related to these have been traced out of South America.

How Guarani Survived

In the 16th century when the Spanish came to the Paraguay river valley in search of the precious metals fabled to be found there, they were received by a race of Indians. Finding no gold or silver, many Spanish adventurers nevertheless decided to settle in the peaceful valley, and since the Spanish seldom brought their womenfolk on these early exploits, those who stayed married the local Guarani women--sometimes by the dozens--and founded the nation of Paraguay. The children of this union of the old and new world grew up speaking Guarani, the language of their mothers; in most other respects they adopted the customs of their Spanish fathers.

The missionaries, the Jesuit priests who came early to Paraguay, perpetuated the native tongue. Catechizing was done exclusively in Guarani. Thus both home and religious training fostered the survival of the language. Later, as Paraguay dragged itself through a tragic series of long and devastating wars, Guarani became the cord of unity which brought the nation together and almost miraculously kept it intact when the victors would have disolved it. Paraguayans remember these titanic struggles and today pay a sort of homage to Guarani as the symbol of their national survival.

A Bilingual Country?

Paraguay has been called a bilingual country. Without question a considerable portion of the population speak both Spanish and Guarani. A foreigner who speaks only Spanish can surely travel over much of the country without acute language difficulties. Hotel and shop clerks, public transportation people, police and military personnel all must know at least some Spanish. School children are taught exclusively in Spanish. One is tempted to conclude at first that indeed everyone must speak Spanish. And if a traveler did not notice that, outside of the capitol unless addressed in Spanish, everyone ordinarily spoke exclusively Guarani, he might even think that Spanish was the language of Paraguay. Statistics, however, as nearly as these can be approximated, show otherwise. According to widely quoted statistics over 95% of the population of Paraguay speak Guarani.

Of this great majority well over 50% speak only Guarani. They know practically no Spanish. Perhaps another 25% know some Spanish but do not use it habitually. The real bilinguals, those who know and use both languages with some facility, make up no more than 25% of the total population. And probably half of these feel more comfortable and more "themselves" in Guarani than in Spanish. Out side of Asunción, Paraguay's only sizeable city, only about 3% of the population have Spanish as their only language. As one of the foremost scholars of Guarani wrote recently, reporting of the contemporary language situation in Paraguay:

> "Paraguay is not really a bilingual nation, but a Guarani speaking country where on higher levels of administration, education, and wholesale trade, Spanish is used out of necessity. Spanish is learned by all of the higher strata and on the lower strata by those who can't avoid contact with official activities, but only to the extent required by those activities. Only a small elite uses it even in everyday private life."

Co-official Status for Guarani

Although virtually all Paraguayans look upon Guarani with an attitude of pride and vindication, not many are ready to allow it to displace Spanish. Spanish is, after all, the door to the outside world, the way to education and knowledge, the key to progress. Without Spanish, Paraguay would be totally isolated from the rest of Latin America, its growth stunted, the voice of its poets, writers and spokesmen muffled. So it is agreed that Spanish must continue as the "official" language of the country.

Nevertheless movements to have Guarani declared as a "co-official" language with Spanish have been much publicized and may yet bear fruit. Just what such a declaration would mean, however, is not fully clear.

It is true that most Paraguayans feel their language is surely the richest, most beautiful, flexible and logical language in existence, capable of expressing every nuance of human thought and experience, including the rather strict requirements of scientific, mathematical and legal language, but it is also true that the language has never been pressed to meet such challenges, and it is doubtful that it could succeed without a concensus on the standardization of the language.

The Guarani Language Academy was appointed some years ago to serve this end, but its functions were not made clear and its authority is disputed or ignored. Its effect on the language has been extremely slight. One major debate is over the use of Spanish borrowings in Guarani. The purists, which group includes virtually all those who write Guarani grammars and dictionaries, simply refuse to accept any Spanish loan words. One cannot ignore the fact that all Guarani speakers today use many Spanish words in their speech, generally without realizing or caring that these words are not of native stock. Purists, however, claim that this mixture is not "Guarani." They disrespectfully refer to this adulterated speech as "Jopará" which means literally "tossed salad." Real Guarani has become for these ultra-conservatives (and they are a very great majority) a nostalgic dream of a forgotten past: the pristine speech of the Guarani tribe at the time of the conquest. The result of this faulty thinking is that the energies of almost all Paraguayan guaranistas, those supposed experts on Guarani, have been spent in attempts to describe the language as they imagine it was, or worse yet, as they think it ought to be, minus all Spanish influence. Such efforts to recapture or reconstitute the pure 16th century Guarani and adapt it to serve the modern world are probably doomed to failure. And unfortunately, with the expenditure of so much scholarly energy to pursue a phantom, a real need has not been met. Paraguay has produced no dictionaries and no grammars of Guarani which treat the language as it is actually used today. Furthermore, the attitude of the "experts" is constantly filtered down through various media to the man on the street, who becomes convinced that the language he speaks is not the "real thing," not worthy of study, not a proper vehicle for literary expression unless Spanish influence is culled from it.

Guarani Literature

Literary expression by Paraguay's men of letters is restricted almost exclusively to Spanish. There are no widely-read works in Guarani, no author of high reputation who has written much in Guarani. Nevertheless a number of periodicals consistently devote space for the publications of peoms and such in Guarani. One author published and produced on stage a series of plays in Guarani. Some translation into Guarani has been done, most notably the New Testament. The magnum opus of one of the most eminent guaranistas, in fact, Dr. Reinaldo Decoud Larrosa, is a translation of the New Testament into pure Guarani. Perhaps as a tour de force all influence of Spanish was consciously avoided; there is not one Spanish-derived word in the entire volume. Unfortunately the native speakers of Guarani cannot understand its very artificial language with hundreds of words coined in Guarani on the analogy of the equivalent expression in the Greek New Testament.

The Debate on Orthography

Although every wide-spread language is spoken somewhat differently in different areas, it is thought that each word should be given a standardized spelling. Guarani as spoken in Paraguay has never varied very widely from one region to another, but the development of the standardized orthography has not yet been achieved. This, in spite of several national and international congresses and Academy sessions which have been held to settle the problem. There are, it seems, a number of competing systems, developed independently by authors of grammars and dictionaries. And, it seems, each system has attracted a number of advocates in high places. The result: an emotional refusal to compromise. The major difficulty: a misunderstanding of the principles of adapting letters to sounds, accommodating an alphabet to a language.

Principles and Problems

Linguistic science has discovered that each language has a small set of minimal sounds, between 20 and 60. These minimal distinctive sounds, or phonemes as they are called, include all the vowels and consonants as well as other elements like word stress, etc. In principle it is easy, then, to match one written symbol (letter or other mark) to one phoneme, and one phoneme to one written symbol. Problems arise in matching symbol to sound only when one proposes to someone else one's own arbitrary set of matchings. If the matching were done with careful attention to principle, one could find no argument against it, but one might well dispute the selection of certain symbols to represent certain sounds. And here precisely is the source of some of the major controversies over symbol matching in Guarani orthography. Among the most disputed are the proposed sound-to-symbol matchings for a sound in Guarani like h in English. Spanish does not have our h sound, but the letter occurs frequently in Spanish words like hotel and hosptial, etc., where the h is "silent." The Spanish sound nearest to our h sound is written with the letter j "jota." Faced with the dilemma of how to represent the English-like sound h, in Guarani for a population literate in Spanish and ignorant of English, three different matchings have been proposed and subsequently opposed by a host of other guaranistas:

(1) Represent the sound with j, against which the provincial and ridiculous argument is mounted: "a letter cannot have two sounds; jota has the sound of jota and Guarani does not have a jota." (The fact that j represents a very different sound in English, French, German and Spanish is not brought up by this faction.)

(2) Represent the sound with h (against which equally absurd arguments are vollied).

(3) Compromise the issue: represent the sound with both j and h together, like this: jh.

If an orthography for representing Guarani words were ever decided once and for all, there would still remain the issue of how Spanish names and loan words should be represented, in the cases where the two orthographies conflicted. For example, how to write the name José, or the word hotel (pronounced in both Spanish and Guarani without an h-sound). The temptation is, of course, not to conform such words to a different orthography, either to spell them as in Spanish outside the general conventions of Guarani orthography, or else to allow the reluctance to change these words to dictate how the entire Guarani orthography will be.

Besides the selection of which symbol to match with which sound, the biggest problem in creating a writing system for Guarani has been, oddly enough, the difficulty in determining where to write word-space. Guarani words are not all well-defined units. There are many word compounds, contractions, and other problems which make difficult the defining of word boundaries, with the result that different authors make word division arbitrarily at different places, a practice which can be disconcerting to someone not accustomed to it. These are only a few of the problems of establishing a conventional spelling for Guarani. It should be obvious why no simple solution acceptable to all factions has been easy to achieve.

Linguistic Etiquette

So many Paraguayans speak both Spanish and Guarani that certain unwritten rules have developed as to when to use which language. Of course, a written law exists as to the use of Spanish in schools and in official writing, but Spanish is also commonly used in other situations, for example, in addressing national government officials, and in speaking to strangers that appear to speak only Spanish. In turn, Guarani is used in speaking to friends, family, servants, some local officials, and strangers that from their appearance are judged to speak only Guarani. It is also used in confession, in prayers, and in other types of intimate conversation.

For example, though a young man may speak Spanish to his girl friend during their first get-togethers, when he wants to begin to talk about love and marriage he will probably switch to Guarani, and if she continues in Spanish then he knows that either she does not agree with his plans or else she is playing coy.

Other factors which may determine the use of one language or the other are the subject matter being discussed and the geographical location of the speakers. For example, business and education will usually be discussed in Spanish, but the same people may discuss their personal experiences and local conditions in Guarani. And in Asunción a subject matter may be discussed in Spanish which in the country side would always be discussed in Guarani. In fact, outside of Asunción, a Paraguayan who speaks Spanish under some circumstances may seem a bit ostentatious to his fellow countrymen. And when Paraguayans meet in a foreign land, they almost invariably show their ties to Paraguay by speaking in Guarani.

In general, the Paraguayan upper class speaks less Guarani and more Spanish than the lower classes; Guarani is spoken on more occasions in the country than in the cities; and Spanish is considered to be more polite and formal than Guarani and Guarani more intimate and friendly than Spanish.

The Future of Guarani

In spite of the fact that Guarani is among Paraguay's most important national traits, there are those who predict that as national interests become more important than purely local and domestic interests, Guarani will give way to Spansih throughout the land. It is true that in Mexico, Peru, Equador and Bolivia, Indian languages which were once widely spoken are now gradually being replaced by Spanish. But unlike those countries, Paraguay never experienced the master-slave relationship between Spanish and Indians in colonial Latin America. From the conquest until the present, Paraguay has developed a remarkably homogeneous population. In other Latin American countries substantial portions of the populations have never spoken the Indian tongue. Only in Paraguay is it a stamp of nationality, a common form of communication of educated and uneducated alike. This accounts for the remarkable degree and stability of bilingualism in Paraguay, and may portend a long continuation of the successful symbiosis of the two languages.

Prologomena to Guarani Study

Many of us, in the course of our education, have picked up a host of myths and confusions about language which can severely hamper our efforts to learn a foreign language, particularly one as foreign as Guarani. Contrast some of these popular myths with the facts of the matter.

MYTH	FACT
1. There exists an American Indian language still spoken in corrupt dialects by a few scattered Indian tribes.	1. Literally hundreds of aboriginal languages are spoken today in North and South America. Guarani is only one of them.
2. Guarani is a primitive and degenerate language, incapable of expressing any but the meanest of ideas.	2. The terms "primitive" and "degenerate" in reference to any form of human speech are not serviceable. Linguistic science has discovered that all languages in the world, those spoken by Australian aborigines, African bushmen, or American Indians, as well as those spoken by highly civilized nations, seem to be equally capable of dealing with the human experience as perceived through the native culture. There is no reason why Guarani, had it been the language of the Anglo-Saxons who took over the British Isles centuries after Christ, could not have served as well as English as the language of our society.
3. Like other primitive languages, Guarani has only a handful (200-300) of words. Communication is necessarily supplemented with sign language; communication in the dark is very highly restricted.	3. The notion that Guarani or any language has a closed and limited vocabulary is nonsense. All languages use finite means to express infinite ranges of thought. The finite means consist of the words or semantic elements together with the grammatical relationships these elements can assume. Guarani speakers sense no more limitation in the means at their disposal than we do in the means at our disposal. The vocabulary of the average Guarani-speaker is probably as large as that of the average speaker of any language. Gestures (not sign language) are an optional concomitant of Guarani speech just as they are of English. Paraguayans talk in the dark or over the telephone as freely as we do. You will hear in Guarani some of the most beautiful and eloquent speech you can imagine.

4. Guarani has no grammar.	4. It is not clear what people mean when they say that such and such a language has no grammar. If they mean that grammar is not taught out of books in school, then it is true that many languages do not enjoy that blessing! However, if they think that any language is used without a system (that is, without rules of grammar) for forming sentences, then they are clearly mistaken. Communication through language is possible only because language is a system of rules for relating elements. The system, that is, the grammar, is learned by the child long before he is of school age. It is learned, of course, without any formal instruction. And although a speaker is not conscious of the rules that govern his speech behavior, nor of having ever learned any rules, in fact he cannot speak a single sentence without applying grammar rules.
5. Guarani is not a phonetic langauge.	5. A confused notion exists about "phonetic" vs. "unphonetic" languages. It is thought that some languages cannot be written because their sounds are not phonetic. Supposedly, since the letters of the alphabet are assumed to have inherent values (those of English) and since many languages have un-English-like sounds, foreign to the known values of our letters, these languages must be "unphonetic." This confused thinking probably results from a basic misunderstanding of the nature of language, namely the false idea that writing is language, and that the letters of the Roman alphabet have constant values, determined by some primeval revelation. In fact, language is essentially and primarily the use of speech sounds to convey meaning. Writing is a representation, a transcription of speech. Speech is basic, the primary form of communication. Writing is derived, a secondary form of communication.
6. The strange and unphonetic sounds of Guarani are so infinitely varied and so peculiar that they cannot be learned. One has to be "born into Guarani."	6. Every language in the world has selected and organized into a system a small set of minimal sound units from the vast total of noises the human vocal apparatus can produce. All the sounds of all languages can be learned by all normal people. Paraguayans speak with the same vocal apparatus as anyone else. They simply use it with different articulation, settings and timing

x

dynamics than we are accustomed to using in English. No one is "born" into a language, no one is pre-programmed to learn just the set of sound patterns native to his parents' speech. The acquisition of language is dependent on one's linguistic environment, not on one's ancestry. Learning to speak is a cultural experience, not a biological inheritance.

7. Being unphonetic, Guarani is not a written language.

7. Although every language has its own unique sound system, it does not follow that every language must have its own unique alphabet. Any phonetic alphabet such as the Roman, used in most of the Western-European languages, or the Cyrillic, used in Russian and many other languages, can be used to represent the minimal sound units of *any* language, with a little give and take, to be sure. English could just as well be written in Cyrillic or Arabic or Hindustani letters, just as Russian, Arabic, or Hindustani could be written just as well in Roman letters. The principle of alphabet adaptation is this: when letter symbols are pressed into service to represent the minimal sound units of a given language they must each be assigned "values" or READ-BACK RULES. Conversely, the minimal sound units of a given language, when these are to be represented by letter symbols, must be given unchanging transcription or SPELLING RULES. The result: ONE SOUND-ONE SYMBOL; ONE SYMBOL - ONE SOUND. Each phoneme (minimal sound unit) is represented always and only by the same symbol, and each symbol represents one and only one phoneme. This is known as the PHONEMIC PRINCIPLE OF SPELLING.

8. There should be one and only one correct way to spell the words of a written language, and, of course, one and only one way to pronounce them.

8. As everyone knows, English is not written consistently according to the phonemic principle. With 33 phonemes in English and only 26 letters in the alphabet, we must admit that our own language has a very poor alphabet adaptation, a poor "fit." Guarani, on the other hand, has been fitted almost perfectly to a phonemic representation: there are 26 symbols for 26 phonemes. Only one compromise has been made: contrary to the strictest conventions of the Phonemic Principle.,

some of the phonemes are represented by double letter symbols, for example, mb and nd.

As to the desirability of having a standard, uniform pronunciation of every word in every language, this is fine, but fails to take into account the kind of variation characteristic of human behavior that produces and fosters dialect differences. English speakers understand one another in spite of rather wide differences in pronunciation across time and space. Paraguayans, in spite of some minor differences in speech in different parts of their area do equally well in communicating with each other.

Let's make some important generalizations from what we have said. It should now be clear that:

1. LETTERS DON'T HAVE OR MAKE SOUNDS.
2. LETTERS ONLY REPRESENT SOUNDS.
3. LETTER VALUES MUST BE DEFINED FOR EACH LANGUAGE.
4. SINCE THE ASSIGNMENT OF LETTER VALUES IS ARBITRARY, ALTERNATIVE WAYS OF REPRESENTING THE PHONEMES OF A LANGUAGE COULD BE EQUALLY VALID.

Guarani Can Be Learned

Adults do not learn languages in the same way children do, but a highly motivated adult who wants to achieve automatic control over the essentials of a foreign language in a short period of time can, under ideal conditions, approach that goal within a period of 300-400 hours of high intensity language training, if the training program fulfills certain conditions:

(a) Provides well-planned materials with useful content which meets the anticipated needs of the learner.

(b) Requires that the material be used for communication beyond the point where it is superficially learned.

(c) Provides for sufficient review, checking of individual progress, and diagnosing of individual problems, followed by individualized corrective "therapy."

The Principal Key of Language Learning

The requirement that the language be used for communication is of prime importance. This means that as words and patterns are presented they must be put to use at once and kept in use in real communication.

It is often necessary to practice the patterns and words briefly through what we call manipulation drills: repetition, substitution, patterned response and other drills. But no matter how adept one may become at manipulating patterns in the prescribed ways, what really counts is using the language not just for practice but for real communication. Pattern manipulation alone, no matter how well programmed or how prolonged, does not lead to success in language learning. It does not simulate real communication. It may become so dull and unrewarding that even highly motivated learners become frustrated and bored.

This, then, is the principal key in intensive language training: in class and out of class maximum use is to be made of the language for communication--even if that communication is at first linguistically imperfect and impoverished.

Three Auxiliary Principles of Intensive Language Learning

Three other principles of learning are held to be of major importance in intensive language training programs:

(1) The Overview Principle
(2) The Overload Principle
(3) The Overlearn Principle

The Overview Principle suggests that one learns language more efficiently not by mastering each point of grammar or usage as it comes, but by viewing ahead, first getting only a nodding, passive acquaintance or understanding of a considerable area, that is, looking ahead to what one has to learn, then coming back to drill and use the patterns, gradually bringing more and more aread under active control. It is held that passive acquaintance is turned more efficiently into "active control" than non-acquaintance is. And with less frustration and anxiety.

The Overload Principle suggests that if one is frequently challenged to and beyond his limit of powers, he will advance at the fastest rate. In general, overchallenge, wisely moderated, brings one's learning along much faster than underchallenge.

The Overlearn Principle suggests that efficient retention of material depends in part on using patterns intensively and with sufficient frequency that they become automatic. It is well known that a learned response will fade and be extinguished in time unless it is reinforced and strengthened through re-use. The Overlearn Principle suggests that a high response strength of language patterns be established through intensive manipulation and use. However, it is recognized that no matter how high the response strength may be at one time, unless it is reinforced through periodic use, it will be weakened or lost.

The Course Design

This course is designed with one primary goal in view: to encourage and lead the learner to communicate in Guarani in class and out of class.

The course is organized so as to make use of the learning principles outlined above. Each unit has a PREPARATION STAGE which consists of a self-instructional program together with other activities for the student preparatory to meeting with the instructor or coming to class.

Following the Preparation Stage is the Core Stage or ETAPA PRINCIPAL in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles. This stage provides for supervised application and active use of the material introduced in the preparation stage.

Micro-wave cycle is a term suggested by Dr. Earl Stevick of Foreign Service Institute to designate a mode of language study characterized by short exchanges which can be put to use immediately without long memorization or manipulation drills.

By means of the exercises and activities found in the core stage it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material.

What is Expected of the Student

It is the express philosophy of this course that the student must exert himself to use every efficient means to learn Guarani. LANGUAGE LEARNING IS A CREATIVE PROCESS. The teacher's role is a relatively small one. Using whatever aids he and the teacher and the available materials can provide the student must fight the battle on his own. His brain must organize and digest the material consumed. His mind must somehow provide for the retention and later recall of what is "learned." You then, the student, are hereby notified that you are responsible to dig out and capture the language on your own.

To aid you in going as far as you can toward attaining competence in Guarani the course materials have been designed in large part as a self-instructional program. By working carefully through the PREPARATION STAGE before coming to class you will have attained a degree of audio-lingual proficiency so that in class you can by-pass much of the calisthenics of drill and move more quickly to real communication. The following is a suggested procedure for working through the Preparation Stage:

1. Look over the SUMMARY.
2. Read through the PROGRAM. (The student should cover the answers with a card, give each answer out loud, and then check his answer. If tapes are used, parentheses () will be the signal to listen to the recorder. A "ding" on the tape will be the signal to stop the machine. An X will be the signal to pronounce or say something.)
3. Look over the SUMMARY once more.
4. Do the WRITTEN EXERCISES.
5. Listen to the LOOKING AHEAD section and follow instructions.
6. Read through the core material before coming to class, paying particular attention to the notes to the student.

B. The student will be expected to participate in the CORE and REINFORCEMENT stages in the following way:

1. Avoid the use of English.
2. Avoid wasting time in class; keep up to tempo.
3. Avoid questions in class unless they are brief and can be asked in Guarani. (Time will be allowed out of class for asking private questions in English.)
4. Take advantage of every opportunity to use Guarani. Drop your inhibitions and self-consciousness. Throw yourself into the activities.

C. A certain amount of "cold" memorization is strongly recommended as a means of developing fluency. The student will be expected to give high quality performances of some of the micro-wave dialogues and other short pieces.

One Last Word

Your success in learning Guarani will not depend on the quality of the training program. It will depend on you, on your attitude, your motivation and your application. Maximum success will be achieved by one who sets his goals high and who is willing to apply himself like mad to attain them. Attitude counts more than aptitude.

The price of fluent Guarani is high, but if you desire to communicate heart to heart with the rural Paraguayans, the rewards of being able to do so make the price cheap.

Get yourself set for a long, hard run, one which will only be begun in the formal training period, one which will take months of sweat after you reach Paraguay. Remember what you learn to use will depend on you.

GOOD LUCK!

Unit One

PREPARATION STAGE

Program

dialog 1.

(Remember to start the tape recorder at each (T).)

1.	Guarani is an Indian language spoken in Paraguay. Because Indians originally spoke Guarani, it is called and _______ language.	Indian
2.	A common greeting in Guarani is 'How?' This is easy to remember because Guarani is an Indian language and, as every one know, Indians greet each other by saying ______.	'How?'
3.	Actually, in Guarani 'How?' is short for 'How are you?' The Guarani word for 'How?' is written mba'é ixa^pa? What does mba'é ixa^pa mean?	'How (are you)?'
4.	Say the letter 'A.' and the word 'Shaw'. 'A. Shaw'. Now say 'Buy A. Shaw paw' stressing the A., which is underlined. Now say 'mm' like you are eating something good. Now put it all together and say: 'mm buy A. Shaw paw' emphazing the ___.	A
5.	'Mm buy A. Shaw paw' is close to the Guarani word mba'é ixa^pa. Say 'mm buy A. Shaw paw' rapidly three times. What does it mean?	'How (are you)?'
6.	Now when you see the Guarani word mba'é ixa^pa? you will pronounce it __________________?	'mm buy A. Shaw paw'

7.	If you met a Paraguayan now, you could greet him by saying ______________, which means 'How (are you)?'	Mba'é ixa^pa?
(T)	(Listen and repeat the word precisely as you hear it.)	
8.	Since mba'é ixa^pa is a question, the Paraguayan will give a response. A common response to 'How are you?' is 'Just fine'. In Guarani 'Just fine' is I-porã-nte. I-porã-nte is a common response to the greeting mba'é ixa^pa? I-porã-nte means '______ ______'.	Just fine
9.	Say the English sounds 'pone on teh' stressing the 'on'. Now say the letter 'E.'. 'E. pone on teh.' The 'on' is underlined because it must be ________.	stressed
10	'E. pone on teh' is very close to the Guarani sound I-porã-nte. Say 'E. pone on teh' rapidly three times. What does it mean?	Just fine
11.	Now when you see the Guarani word I-porã-nte you will pronounce it ________________.	E. pone on teh
(T)	(Listen and repeat)	
12.	Remember that mba'é ixa^pa? means 'How (are you)?' and is pronounced '________________'.	mm buy A. Shaw paw
13.	If you were greeted with mba'é ixa^pa? you could reply __________ which means 'Just fine'.	I-porã-nte
14.	But you may want to say 'Just fine. And you?' In Guarani 'And you?' is Ha ndé? Ha ndé means __________.	And you?
15	Say the name of the motorcycle 'Honda.' Now say 'deh' instead of 'da', stressing the 'deh'. 'Hondeh'. What does it mean?	And you?
16.	'Hondeh' is close to the Guarani words Ha ndé? Say 'Hondeh' rapidly three times. Now when you see the Guarani words Ha ndé? you will know that it is pronounced '_________'.	Hondeh

(T)

17.	If a Paraguayan walked in right now, he might greet you by saying __________, which means 'How (are you)?'	Mba'é ixa^pa?
18.	What would you say back to mean 'Just fine. And you?'	I-porã-nte. Ha ndé?
19.	He would probably answer __________ meaning 'Just fine.'	I-porã-nte.
20	Or he might say I-porã-nte aveí which means 'Just fine too.' Aveí means ____ or _____.	too; also
21.	Say the English syllables 'awe veh E.' emphasizing the E. 'Awe veh E.' is almost the same sound as the Guarani word aveí. Say 'awe veh E.' rapidly three times. What does it mean?	too or also
22.	Now when you see aveí you will pronounce it like the English syllables ___________.	awe veh E.

(T)

23.	Say I-porã-nte aveí rapidly three times. What does it mean?	Just fine too.
24.	If you met a Paraguayan now, how could you greet him?	Mba'é ixa^pa?
25.	If he replied I-porã-nte. Ha ndé?, how could you respond?	I-porã-nte aveí

dialog 1.

A.	Mba'é ixa^pa?	How (are you)?
B.	I-porã-nte. Ha ndé?	Just fine. And you?
A.	I-porã-nte aveí.	Just fine too.

dialog 2.

1.	The Guarani expression ha ndé means 'And you?' Since ha means 'and', what does ndé mean?	you
2.	Actually ndé can mean either 'you' or 'your'. For example nde-ř̇éra means 'your name'. In this case ndé means _____ and ř̇éra means name.	your
3.	Say the English word 'data' pronouncing the first syllable as in 'debt'. Now put 'nn deh' in front and say: 'nn deh data'. This is close to the Guarani words nde-ř̇éra meaning _____ _____. Say 'nn deh data' rapidly three times.	your name
4.	In English we say 'What's your name?', but in Guarani they say 'How your name?' In Guarani mba'é ixaˆpa means _____.	how
5.	Mba'é ixaˆpa nde-ř̇éra then literally means ____ _____ ____.	How your name
(T)		
6.	Say mba'é ixaˆpa nde-ř̇éra rapidly three times. What does it mean?	How (what's) your name?
7.	How would you ask a Paraguayan his name?	Mba'é ixaˆpa nde-ř̇éra?
8.	He might answer Xe-ř̇éra Carlos, which means ____ ______ ____ _______.	My name is Carlos.
9.	Since ndé can mean 'you' or 'your', what do you suppose xé means?	I or my
10.	The word xé meaning 'I' or 'my' sounds almost like the English sound 'sheh'. X is pronounced like ___ in English.	sh

11.	Say xe-ṙéra rapidly three times. (T) Now say it again followed by your own name: Xe-ṙéra (your name). What you said means ___ _____ ___ ___________.	My name is (your name)
12.	If someone asked you Mba'é ixaˆpa nde-ṙéra? what could you answer?	Xe-ṙéra (your name)
13.	You could give your name and then ask for his name by saying Mba'é ixaˆpa nde-ṙéra? or more simply Ha ndé? Ha ndé? means ____ ___.	And you
14.	Karaí Gomez means 'Mr. Gomez'. What does karaí mean?	Mr.
15.	Karaí sounds a lot like the English syllables 'Cod-eye E.' Say 'Cod-eye E.' rapidly three times. Which sound is stressed?	E.
(T)		
16.	Say karaí and then your last name. This means 'Mr. (your last name).' Now say Xe-ṙéra karaí (your last name). What does it mean?	My name's Mr. (last name)
17.	How would you answer a Paraguayan who asked your name?	Xe-ṙéra karaí (name)
18.	Suppose you wanted to know a certain Paraguayan's name; how would you ask him what his name is?	Mba'é ixaˆpa nde-ṙéra?
19.	If he answered Xe-ṙéra karaí Gomez what would it mean?	My name is Mr. Gomez.
20.	If he also added Ha ndé? what could you answer back?	Xe-ṙéra karaí (name)
21.	He may then say A-vy'á roiˆkuaá vo which means 'I'm happy to know you.' Say the English sound 'awe'. Now say 'awe voo awe'. Which sound is emphasized?	the last awe

(T)

22.	Say 'awe voo awe' rapidly three times. This sounds something like A-vy'á which means 'I'm happy'. (T) Now say 'Roy's squaw' without the "S's": 'Roy quaw'. Now say 'Roy quaw awe'. Which sound do you emphasize?	awe
23.	Say 'voh'. Now say these four sounds: 'Roy quaw awe voh'. Say it rapidly three times. This sounds like roi^kuaá vo which means 'to know you'. Which sound is stressed?	awe
24.	Put it all together now. 'awe voo awe Roy quaw awe voh'. What does it mean?	I'm happy to know you.
25.	Now when you see A-vy'á roi^kuaá vo you will know that it is pronounced: 'awe voo awe ____ _____ awe voh'.	Roy quaw
(T) 26.	If you had just met a Paraguayan how would you say 'What'[illegible]ur name?' in Guarani?	Mba'é ixa^pa nde-ȓéra?
27.	If he said Xe-ȓéra karaí Gomez. Ha ndé? you could respond?	Xe-ȓéra karaí (name)
28.	What could you say then?	A-vy'á roi^kuaá vo.

dialog 2.

A.	Mba'é ixa^pa nde-ȓéra?	What's your name?
B.	Xe-ȓéra karaí (name). Ha ndé?	My name's Mr. (name). And you?
A.	Xe-ȓéra karaí (name).	My name's Mr. (name).
B.	A-vy'á roi^kuaá vo.	I'm happy to know you.

(T)

listening in

A. Karaí! Mba'é ixa^pa?

B. I-porã-nte. Ha ndé?

A. I-porã-nte aveí. Mba'é ixa^pa nde-ř̇éra?

B. Xe-ř̇éra karaí Gomez. Ha ndé?

A. Xe-ř̇éra António.

B. A-vy'á roi^kuaá vo.

A. A-vy'á aveí roi^kuaá vo.

Memorization

dialog 1.

A. Mba'é ixa^pa?
B. I-porã-nte. Ha ndé?
A. I-porã-nte aveí.

dialog 2.

A. Mba'é ixa^pa nde-ř̇éra?
B. Xe-ř̇éra karaí (name). Ha ndé?
A. Xe-ř̇éra karaí (name).
B. A-vy'á roi^kuaá vo.

Summary

GUARANI	ENGLISH
mba'é ixa^pa	how? How are you?
i-porã-nte	just fine
aveí	too; also
ha	and
ndé	you; your
xé	I; my
nde-ř̇éra	your name
xe-ř̇éra	my name
karaí	Mr.
a-vy'á	I'm happy
roi^kuaá vo	to know you

Written Exercises

1. Copy each word or phrase in the summary two or three times, pronouncing it and thinking of its meaning as you write it.

2. Circle the correct spellings:

a.	i-pora-nte	i-porã-nte	iporã-nte
b.	Há nde	Ha ndé	Ha-ndé
c.	mba'e ixa^pa	mba'é ixa^pa	mbaé' ixa^pa
d.	avei	avié	aveí
e.	ndé-ṙéra	nde-ṙéra	ndè-réra
f.	karai	karái	karaí
g.	a-vy'á	a-vyá	a-v'yá
h.	ro^kuaá vo	roi^kuaá vo	roi^kuáa vo

3. From the material in the summary create ten new sentences that you think could be valid Guarani sentences.

New Expressions

		(mnemonic hook)
xé	I; my	not she but sheh
ndé	you; your	night n' deh
ha'é	he; she	ha(t) eh
oré	we; our	ole for us
peẽ	you-all; your	pain

-hendú	listen	hand to the ear
-studiá	study	(from Spanish)
-ñe'ẽ	speak; talk	Speak Russian? nyet
-'é	say	Eh? What did you say?
jevý	again	again in a jiffy
oĩ̀-porã	that's fine	
^pa	(question marker)	

expressions needed for classroom operation

pe-hendú	listen (escuchen)
jevý	again
pej-é	say it (díganlo)
oĩ̀-porã	that's good
nahãniri	no

Unit Two

PREPARATION STAGE

Program

dialog

Pronunciation of Guarani: an approximation

1. Many of the people who speak Guarani also speak Spanish. The sounds of Guarani and Spanish are quite different in many respects, but in some ways they are the same. For example, the letter 'a' is pronounced the same in both languages. 'A' is pronounced ___ in Spanish and Guarani. ah

2. In fact all the vowels (a, e, i, o, u) are pronounced the same in Spanish and Guarani. Listen and say these vowels (T): a, e, i, o, u. These vowels (are/are not) Guarani vowels. are

3. In Spanish the letter 'y' is sometimes used to represent the same sound as the letter 'i'. But in Guarani the letter 'y' is used to represent a sound that does not exist in Spanish: listen 'y'. Sometimes this sound is pronounced in the English word 'just' when it is lengthened out. (T)

4. Which of the following Guarani sounds do not exist in Spanish: a, e, i, o, u, y? y

5. Some letters in Guarani are pronounced much like the same letters in English. For example, the Guarani h, v, and j are pronounced almost like the English 'h', 'v' and 'j' in 'home', 'very', and 'jump'. These are (the same as/different from) the Spanish pronunciation of these letters. Listen and say the following Guarani words: (T) ha, aveí, jevý. different from

6.	The letter x in Guarani represents the 'sh' sõund as in 'shaw'. How would you write the sound 'shaw' in Guarani? (T) Listen: xa, xe, xi, xo, xu, xy.	xa
7.	How would you pronounce xa in Guarani?	shaw
8.	In Guarani the letter g̃ represents the same sound that is spelled 'ng' in the English words 'sing', 'bring' and 'bang'. How would you represent the sound 'long' in Guarani?	lag̃
9.	How would you pronounce the letters kag̃ in Guarani?	kong (T)
10.	A g in Guarani is usually pronounced like a 'g' in English as in the word 'go'. But a gu in Guarani is pronounced like the English 'w' as in 'want', or as in the Spanish 'guaro'. Thus the letters gua would be pronounced ___.	wa (T)
11.	What do you suppose the pronunciation of the word Guarani would be?	waraǹi (T)
12	How would you write the sound 'wong' using Guarani letters?	guag̃
13.	The letters t, d, p, and b are pronounced much the same in Guarani as in Spanish. (T) táta, ndé, pa, mbá.	
14.	The letters m, n, and ñ are also pronounced much the same in Guarani as in Spanish. (T) ma, na, ña.	
15.	The Guarani r, s, and k are also like the Spanish 'r', 's', and 'k'; and 'c' (before a, o, u) or 'qu' (before i, e) réra or karaí.	
16.	Some Guarani words that have been borrowed from Spanish may be written with other letters such as 'c' and 'z' as in the words camisá and zapatú. Say these words (T)	

17.	Another consonant that is very common in Guarani is the glottal stop. The glottal stop is written with an apostrophe ('). In English the glottal stop is often used in place of 't' in the words 'mountain' and 'eaten'. (T) ('moun'n not 'mounn' and 'ea'n' not 'ean'.) If the glottal stop were not pronounced in these words they (would/would not) mean the same thing? The glottal stop is also used in other English expressions: (T) oh-oh, hut-two, ah-ah.	would not
18.	The glottal stop is the only difference between the Guarani words 'delicate' and 'loosen' ([T] poí and po'í). Pronounce the following in Guarani: (T) poí, po'í; haé, ha'é; mbaé, mba'é. In Guarani, a glottal stop (could/could not) change the meaning of a word?	could
19.	In the word -mba.apó the dot between the two vowels may be pronounced as a glottal stop: (T) -mba.apó. But -mba.apó can also be pronounced with a lengthened vowel instead of a glottal stop: (T) -mba.apó. So the ____ between the vowels means that there can be either a glottal stop or a lengthened vowel.	dot.
20.	A dot between any two vowels signifies a lengthened vowel or a ________ _____.	glottal stop
21.	Another feature of the Guarani sound system is nasalization. For example, the Guarani words for 'hole' and 'finger' are the same except for nasalization: (T) kuá (hole) and kuã (finger). Nasalization (does/does not) make a difference in meaning? Say (T) kuá and kuã.	does
22.	Say the following Guarani syllables, first oral, then nasalized: (T) ka, kã; ke, kẽ; ki, kĩ; ko, kõ, ku, kũ; ky, kỹ. Nasalization is represented by a tilde (~).	

23.	A syllable with a tilde (~) over it is called a 'source or center of nasalization'. A 'source or center of nasalization' has an effect on the syllables surrounding it. For example, the phrase I-porã^pa contains the nasalized syllable (source or center of nasalization) rã. (T) As a result, the other syllables are also nasalized. Say i-porã^pa. (T) rã is the 'source or center of ___________'.	nasalization
24.	The effect of nasalization becomes weaker the farther it is from the 'source or center of nasalization', and finally dies out completely or runs into a barrier which stops the effect. (Nasalization barriers will be discussed in a later lesson.) The span or stretch of speech that is nasalized is called a 'nasal span'. The four syllables in i-porã^pa are an example of a ______ _____.	nasal span
25.	When certain letters lie within a nasal span, they are written and pronounced differently. For example, when the letter j falls within a nasal span it is written ñ and pronounced ñ. Thus if ja were within a nasal span, it would be written ___ and pronounced ___.	ña; ña
26.	When b is in a nasal span, it is written with a dot under it (ḅ) to signify that it 'zeros out' (is not pronounced). How would you write the phrase mba'è rã, in which the b lies within the nasal span?	mḅa'è rã
27.	How would you pronounce mḅa'è rã?	ma'è rã
28.	When d is in a nasal span it is written with a dot under it (ḍ) to signify that it is not pronounced. How would you write the phrase nde-kuã, in which the d lies within the nasal span?	nḍe-kuã
29.	How would you pronounce nḍe-kuã?	ne-kuã
30.	Whenever you see a dot under a d or b (ḍ; ḅ) you will know that it (is/is not) pronounced, because it falls within a nasal span.	is not

31.	In a nasal span the tilde (˜) marks the source or ________ of nasalization.	center
32.	The tilde, then, actually marks the point of strongest nasalization as pictured below. end i-porã˜pa end center Which of the above syllables is least nasalized?	the i
33.	How would you picture the nasalization in the word peẽ? (T) Say peẽ`.	peẽ
34.	How would you picture the nasalization in the word hẽe? (T) Say hẽe.	hẽe
35.	Since the source or center of nasalization is also the point of stress, the tilde really marks two things, the source or center of nasalization, and the point of ________.	stress
36.	Where is the stress in the word i-porã-nte? (T)	on the rã
37.	If a word is not nasalized, the stress is located with an accent mark (´). Where is the stress in the word karaí? (T)	on the i
38.	Certain compound forms have two stresses. The strongest one will be located with the primary accent (´), and the other one will be shown with the secondary accent mark (`). Where is the primary accent in the words ha'è kuéra?	on the kué
39.	Where is the secondary accent in ha'è kuéra?	on the 'è
40.	Where is the primary accent in the word oĩ̀-porã?	on the rã

41.	Where is the secondary accent in oĩ̀-porã?	on the i
42.	Listen and repeat again the vowels in Guarani: a, e, i, o, u, y. (T)	
43.	Listen and repeat the vowels again, this time nasalized: ã, ẽ, ĩ, õ, ũ, ỹ. (T)	
44.	How do you pronounce ha, jevý, xa, guag̃ and Guarani?	(T)
45.	Remember that the glottal stop can change the meaning of a word. Say 'delicate' and 'loosen': poí; po'í.	(T)
46.	What are two possible pronunciations of -mba.apó?	(T)
47.	Nasalization (can/cannot) change the meaning of a word?	can
48.	Say the words for 'hole' and 'finger' in Guarani: kuá; kuã.	(T)
50.	How would the following words be written if they fell within a nasal span, ja, mba'é, ndé?	ña, mḅa'é, nḍé
51.	How would ña, mb̥a'é and nd̥é be pronounced?	ña, ma'é, né
52.	How is the primary stress located on a nasalized word?	with a tilde (˜)
53.	How is the secondary stress located on a nasalized word?	≳
54.	The hyphen (-) is used to connect syllables that don't have meaning by themselves. In English 're' doesn't mean anything by itself, but when it is connected to a verb as 'unite' it means 'to do again'; 'reunite'. 'Re' (does/doesn't have) meaning by itself?	doesn't have

55.	Similarly, -nte is meaningless by itself, but when attached to porã it means 'just' or 'only'. The hyphen is used to connect syllables that must be connected to have __________.	meaning.
56.	Verb stems such -studiá are preceded by a hyphen. This indicates that they (are/are not) used as meaningful items by themselves.	are not
57.	Some verb stems have a capital I or J following the hyphen. Example: -Ikuaá, -Japó. This indicates that these verbs belong to the I-verb class or the __-verb class. (I-verbs and J-verbs will be discussed later.)	J
58.	The hat (^) is similar to the hyphen (-) in that it connects syllables that cannot stand alone. However the hat (^) is used only to connect the question marker pa and the negative markers. (These will be discussed later.) The pa and the negative markers (can/cannot) stand by themselves.	cannot
59.	A dot over an r (ṙ) does not affect the pronunciation but indicates that the word is what is called an R-H factor word. (R-H factor will be discussed later in detail.) A dotted 'r' (ṙ) (is/is not) pronunced like an undotted 'r' (r).	is
60.	A dot over an 'h' (ḣ) or a 't' (ṫ) also signifies that the word is an R-H factor word. The dot does not affect the ____________________.	pronunciation
61.	A dot under a 'b' (ḅ) or a 'd' (ḍ) does affect the pronunciation of the word. In this case the dot means that the letter 'zeros out' or is not ______________.	pronounced
62.	A dot between two vowels (as in -mba.apó) (does/does not) affect the pronunciation?	does

63. A dot between two vowels may be pronounced as a glotal stop or as a ____________ of a vowel.

lengthening

Summary

1. VOWELS:

a, e, i, o and u are like the Spanish vowels. Y is pronounced with tongue positioned for u (as in put) and lip positioned for i.

2. CONSONANTS:

j: jump
v: very
h: home
x: shall
g̃: sing
gu: want

t, d, p, b, k, g, m, n, ñ, r, s, l are pronounced like the same letters in Spanish.

3. GLOTTAL STOP:

The 'catch' or hiatus in the middle of oh-oh. Written with an apostrophe ('). A dot between two vowels (a.a) may also represent a glottal stop. However such a dot means a lengthened vowel can be used in place of the glottal stop.

4. NASALIZATION:

The vowel of any syllable may be nasalized and become a 'nasal center'. ã, ẽ, ĩ, õ, ũ, ỹ. The effects of nasalization spread outward from the 'source or center of nasalization' with a decreasing effect, until it is stopped or dies out. The area that is affected is called the 'nasal span'. Within a 'nasal span' a j becomes ñ, a d becomes d̰ and a b becomes b̰. The b̰ and d̰ are not pronounced.

i-porã^pa

5. STRESS:

	nasal word	non-nasal word
Primary stress	~	´
Secondary stress	≈	`

6. HYPHEN:	The hyphen is used to connect certain word parts which cannot stand alone.
7. HAT:	The hat (^) connects the suffix pa, the negative markers, and the object pronoun. These elements may be called 'clitics'.
8. DOTTED LETTERS:	A dotted ṙ, ṫ, or ḣ is pronounced like the same letter without the dot. The dot signifies that the word is an R-H factor word.
9. CAPITAL LETTERS:	A verb stem that begins with a capital I or J is called an I-verb or J-verb respectively.

Written Exercises

1. Write each vowel and consonant in the summary, pronouncing it as you write it.
2. Write and pronounce the nasalized vowels and a j, d and b that fall within a nasal span.
3. Copy the following words and pronounce them:

    so'ó
    ha'ẽ́
    mba'ẽ́
    ñe'ẽ
    jevý̃
    -hendú
    ndẽ́
    nde-ṙéra
    oĩ-porã́
    peẽ
    roi^kuaã́
    hẽe
    xe-ṙéra
    mba'é ixa^pa
    a-vy'á

4. Which of the following verbs are I-verbs or J-verbs?

    -Ikuaã́ -Japó -kẽ́ -jeruré -Ikó -studiá -Imẽ́

5. Which of the following cannot stand alone?

    po ^pa -ṙéra ḣera -studiá I-porã ^i

    -Ikuaã́ ja-há -Japó nda^ kuã nde- ntẽ́

6. Listen again to the tape (Prep C: Advanced Organizer-Program) and without referring to the program or summary write all the sounds that you hear.

Looking Ahead

ko'ãg̃a	now
ko'ára	today
peteĩ	one
mokõi	two
mbohapý	three
irundý	four
ha	and
tẽra	or

expressions needed for classroom operation

ndé	you (ud. or tú)
e-hendú	listen (escuche)
er-é	say it (dígalo)
peẽ	you (Uds.)

Unit Three

CONTENTS

grammar points

1. asking questions
   a. by upward intonation
   b. by question marker pa

2. e- singular imperative, second person
   pe- plural imperative, second person

3. imperative forms of -'e (to say)

4. command softener mĩ

5. pronoun prefixes
   xé a-
   ndé re-
   ha'é o-
   oré ro-
   peẽ pe-

6. progressive hĩna

7. preposition 'IN' -pe ; (-me)

8. position of pa

9. irregular conjugation of vowel stem verbs
   -'é - to say
   -'ú - to eat

vocabulary

Nouns
chino
guaranĩ
inglés
karaĩ-ñe'ẽ
kokué
ruso
so'ó

Verbs
-'é
hugá
Ikó
Ikuaá
Japó
leé
-'ú
va.erã
-ké
-manõ

Modifiers

mixi mĩ
porã
vaí

Personal Pronouns

ha'è kuéra
ñandé

Miscellaneous

hẽe
py

Grammatical Items

kuéra	pluralizer
(VERB)-sé	want to
-vé	mainly

Interrogatives

mãva^pa?
mba'é^pa?
mba'é-pe^pa?
moõ^pa?

Unit Three

PREPARATION STAGE

Program

dialog

(*pa* as a question marker)

1. The statement 'you' is *ndé*. The question 'you?' is either *ndé* (with upward intonation) or *ndé^pa* (without upward intonation). *Pa* on the end of a word or phrase makes the word or phrase a question. *Pa* is called a ______________ marker.	question
2. There are, then, two kinds of question markers: a phrase suffix or a rising intonation on the last part of the sentence.	
3. How would you turn *Carlos* into a question using *pa*?	Carlos^pa?
4. How would you turn *Carlos* into a question using a rising intonation?	Carlos?
5. I-porã-nte means 'Just fine'. How would you make 'Just fine' a question using *pa*?	I-porã-nte^pa?
6. Does the intonation rise when the *pa* question marker is used?	No.

(*e-* singular imperative)

7. The verb stem -*hendú* means 'listen'. To tell or command someone to listen is *E-hendú*! The command form requires an *e* before the verb stem. -Studiá means to study. How would you tell someone to study?	E-studiá!

8. The command to 'listen' directed to more than one person is *pe-hendú*. The plural command requires the prefix *pe* before the verb stem. This is easy to remember if you think of the *p* as standing for 'plural'. How would you tell two people to 'study' ?

Pe-studiá

(The imperative of *-'é*)

9. The verb *-'é* is irregular. The singular command to 'say (it)' is *er-é*. Say *er-é*. What does it mean ?

Say (it)

10. The command directed toward more than one person (plural command) to 'say (it)' is *pej-é*. Say *pej-é*.

(Softening of the imperative)

11. To 'soften' a command in English we say 'please' as in 'Study, please'. In Guarani one way of making the command less harsh is to add *mĩ* after the verb. So a more polite way of telling a person to 'study' would be to say *E-stũdia mĩ*. The command is made more polite by adding the ____. (This is literally the equivalent of Paraguayan Spanish *Estudie un poco*, 'please study'.)

mĩ

12. Note that the primary stress is on the *mĩ*. How would you politely tell someone to 'listen' ?

E-hèndu mĩ

13. How would you politely ask a group of people to 'listen' ?

Pe-hèndu mĩ

14. Write and pronounce the following commands in Guarani, directing the command toward one person:

Study	E-stũdia mĩ
Listen	E-hèndu mĩ
Talk	E-ñẽ̀'e mĩ
Say (it)	Èr-e mĩ
Read	E-lèe mĩ

15. Now say the following commands in polite Guarani, directing the command toward a group of people:	
Study	Pe-stùdia mĩ
Listen	Pe-hèndu mĩ
Talk	Pe-ñẽ̀'e mĩ
Say (it)	Pèj-e mĩ
Read	Pe-lèe mĩ
(pronoun prefixes)	
16. In Spanish when the subject is the first person singular pronoun yo the verb adds a corresponding first person singular suffix, after the stem. For example, -o in 'yo hablo'. In Guarani when the subject is the first person singular pronoun xé the verb adds a corresponding first person singular prefix before the stem. Except with vowel stem verbs, this first person prefix is a-. How would you say 'I study' in Guarani ?	Xé a-studiá
17. Notice that the person prefix is joined to the stem by a hyphen. How would you say 'I talk' ? (-ñe'ẽ)	Xé a-ñe'ẽ
18. How would you say 'I listen' ? (-hendú)	Xé a-hendú
19. If the subject is third person (ha'é), the person prefix is o. 'He listens' would be Ha'é o-studiá. How would you say 'He studies' ?	Ha'é o-studiá
20. How would you say 'He speaks' ?	Ha'é o-ñe'ẽ
21. How would you say 'He listens' ?	Ha'é o-hendú
22. The other pronouns also take corresponding person prefixes. Look at the examples below:	
Ndé re-hendú	You listen
Oré ro-hendú	We listen
Peẽ pe-hendú	You-all listen

23.	The person prefix for 'you-all' (peẽ) is pe. What doe Peẽ pe-hendú mean?	You-all listen
24.	The person prefix for 'we' (oré) is ro. What would Oré ro-hendú mean in English?	We listen
25.	The person prefix for 'you' (ndé) is re. What would Ndé re-studiá mean?	You study

26. What are the appropriate prefixes for the phrases below:

Xé __-studiá.	I study.	a
Ndé __-studiá.	You study.	re
Ha'é __-studiá.	He studies.	o

27. What are the appropriate prefixes for the phrases below:

Xé __-ñe'ẽ.	I speak.	a
Oré __-ñe'ẽ.	We speak.	re
Peẽ __-ñe'ẽ.	You-all speak.	pe

28. What are the appropriate prefixes for the phrases below:

Peẽ __-hendú.	You-all listen.	pe
Oré __-hendú.	We listen.	ro
Ha'é __-hendú.	He listens.	o
Xé __-hendú	I listen.	a
Ndé __-hendú.	You listen.	re

29. Write and pronounce the following in Guarani:

I study.	Xé a-studiá.
I listen.	Xé a-hendú.
You study.	Ndé re-studiá.
We talk.	Oré ro-ñe'ẽ.
We read.	Oré ro-leé.

(dropping the independent pronoun)

30. 'I listen' could be Xé a-hendú or just A-hendú. Since the person prefix a is used only for the first person, the independent pronoun xé does not need to be expressed. How would you say 'He listens' without using the pronoun?	o-hendú

31. Write and pronounce the following in Guarani without using the pronouns:

I study.	A-studiá.
I listen.	A-hendú.
He listens.	O-hendú.
We talk.	Ro-ñe'ẽ.
You-all listen.	Pe-hendú.
You study.	Re-studiá.
We read.	Ro-leé.

(the equivalent of the progressive)

32.	Xé a-studiá means 'I study'. 'I am studying' is Xé a-studiá hīna. A-hendú means 'I listen'. How would you say 'I am listening'?	A-hendú hīna
33.	Write and pronounce the following in Guarani:	
	I am studying.	(Xé) a-studiá hīna.
	We are studying.	(Oré) ro-studiá hīna.
	You-all are studying.	(Peẽ) pe-studiá hīna.
34.	What would Xé a-studiá hīna guaranī mean?	I am studying Guarani.
35.	Inglés means 'English' in Guarani. How would you say 'I'm studying English'?	Xé a-studiá hīna inglés.

(-pe as 'in')

36.	We could say 'I'm speaking English' or 'I'm speaking in English'. It is common also in Guarani to us in. Inglés-pe means 'In English'. ____ means 'in'.	pe
37.	How would you say 'He is talking in English'?	(Ha'é) o-ñe'ẽ hīna inglés-pe.
38.	'In English' is inglés-pe, but 'In Guarani' is guaranī-me. The suffix -pe, when preceded directly by a stressed nasalized vowel changes to __.	-me
39.	How would you say 'He is talking in Guarani'?	(Ha'é) o-ñe'ẽ hīna guaranī-me.
40.	How would you tell a friend to talk in Guarani?	E-ñẽ̀'e mī guaranī-me.

41. How would you tell someone 'to say (it)' in Guarani?	Èr-e mĩ guaranĩ-me.
42. How would you tell a group 'to say (it)' in Guarani?	Pẽj-e mĩ guaranĩ-me.

(position of pa)

43. Ndé re-studiá means 'you study'. Ndé^pa re-studiá? means 'Do you study?' The question marker pa comes after the first ______.	word
44. Ha'é o-studiá hĩna means 'He is studing'. How would you ask 'Is he studying?' _____^___ o-studiá hĩna?	Ha'é^pa
45. Write and pronounce the following in Guarani:	
Are you listening?	Ndé^pa re-hendú hĩna?
Does he study?	Ha'é^pa o-studiá?
Are you-all speaking in Guarani?	Peẽ^pa pe-ñe'ẽ hĩna guaranĩ-me?
46. Since the subject pronoun need not be expressed, 'you study' could be re-studiá. The question 'Do you study?' then would be re-studiá^pa? The question marker goes after the verb if that is the first word. How would you ask 'Do you listen?' without using ndé?	Re-hendú^pa
47. 'Are you studying?' would be re-studia^pa hĩna? The hĩna follows the ___.	pa
48. How would you change re-ñe'ẽ hĩna into a question?	Re-ñe'ẽ^pa hĩna?
49. What does Re-ñe'ẽ^pa hĩna mean?	Are you talking?

50. Without using pronouns write and pronounce the following in Guarani:

Are you studying Guarani?	Re-studiá^pa hĩna guaranĩ?
Are you-all listening?	Pe-hendú^pa hĩna?
Does he speak Guarani?	O-ñe'ẽ^pa guaranĩ?
Is he speaking in Guarani?	O-ñe'ẽ^pa hĩna guarani-me?

(review)

51. How would you politely tell someone the following in Guarani?

Study.	E-stùdia mĩ.
Listen.	E-hèndu mĩ.
Say (it).	Èr-e mĩ.
Speak.	E-ñẽ̀'e mĩ.

52. How would you give the following commands to a group of people?

Study.	Pe-stùdia mĩ.
Listen.	Pe-hèndu mĩ.
Say (it).	Pèj-e mĩ.
Read.	Pe-lèe mĩ.

53. How would you say 'Does Carlos speak Guarani?'	Carlos^pa o-ñe'ẽ guaranĩ?

54. Verbs of one syllable, like -'e 'say' and -'ú 'eat' are irregular conjugation:

ha-'é ro-'é ha-'ú ro-'ú
er-é pej-é re-'ú pe-'ú
he-'í ho-'ú

Just note these irregularities. Drills will be provided later.

Summary

QUESTION MARKER: pa after a word or phrase makes the word or phrase a question.

Ndé.	You.	I-porã-nte.	Just fine.
Ndé^pa?	You?	I-porã-nte^pa?	Just fine?

COMMAND FORM: e plus the VERB STEM is the singular COMMAND (COMMAND directed towards one person).

E-hendṹ	Listen. (Escuche.)

pe plus the VERB STEM is the plural COMMAND (COMMAND directed towards more than one person),

Pe-hendṹ	Listen. (Escuchen)

mĩ after the COMMAND softens the command (makes the command less harsh). The mĩ takes the primary stress. It is equivalent to the Paraguayan Spanish 'un poco' after an imperative verb.

E-hèndu mĩ.	Listen, please (Escuche un poco).

PERSON PREFIXES:

A PERSON PREFIX which agrees with the subject is added to the VERB STEM.

I	a	(Xé)	a-hendú.	I listen.
he	o	(Ha'é)	o-hendú.	He listens.
you	re	(Ndé)	re-hendú.	You listen.
we	ro	(Oré)	ro-hendú.	We listen.
you-all	pe	(Peẽ)	pe-hendú.	You-all listen.

Since the subject is indicated by the PERSON PREFIX, the subject pronouns may be dropped.

Xé a-hendú.	I listen.
a-hendú	I listen.
Ha'é o-hendú.	He listens.
o-hendú.	He listens.

PROGRESSIVE:

A VERB plus hĩna forms the PROGRESSIVE.

A-hendú	I listen.
A-hendú hĩna	I am listening.

'IN....'

The form for 'in' is -pe. Pe follows the NOUN.

Inglés-pe	In English.

After a stressed NASAL VOWEL -pe becomes -me.

Guaranĩ-me.	In Guarani.
Karaĩ-ñe'ẽ-me.	In Spanish.

POSITION OF PA:

Pa is placed after the SUBJECT if it is the first word in the sentence.

Ndé^pa re-hendú hĩna?	Are you listening?

It is placed after the VERB if it is the first word in the sentence.

Re-hendú^pa hĩna?	Are you listening?
O-studiá^pa hĩna?	Is he studying?

SINGLE VOWEL STEM VERBS: -'e 'say', -'ũ 'eat'

A handful of verb stems are made up of a single vowel. Their conjugation is slightly irregular, but they are high frequency verbs.

ha-'e	ro-'é	ha-'ú	ro-'ú
er-é	pej-é	re-'ú	pe-'ú
he-'í		ho-'ú	

Written Exercises

1. Make singular and plural commands out of the following verbs and give English translations. (Make the commands polite.):

-ñe'ẽ　　-hendú　　-'é　　-studiá

2. Change the following words or phrases into questions:

Carlos

Ndé

Xé ha Carlos

Oré

I-porã-nte

Re-ñe'ẽ guaranĩ.

Inglés

O-studiá inglés.

Carlos o-studiá inglés.

Gladys o-studiá hĩna inglés.

3. Make the following sentences progressive:

Carlos o-studiá guaranĩ.

Xé a-studiá guaranĩ.

Peẽ^pa pe-studiá guaranĩ.

Oré ro-hendú guaranĩ.

4. Translate the following into Guarani:

a. I am studying English.

b. He is listening (to) Guarani.

c. We speak in Guarani.

d. You-all speak in English.

e. I tell (it) in Guarani.

f. I eat meat (so'ó)

g. Carlos is speaking in Guarani.

h. Speak in Guarani.

i. Say (it) again.

j. He is reading in Spanish.

Listening In

A.	Mba'é ixa^pa, Carlos?	How are you, Carlos?
B.	I-porã-nte. Há ndé?	Just fine. And you?
A.	I-porã-nte aveí. Ndé^pa re-studiá hĩna guaranĩ?	Just fine, too. Are you studying Guarani?
B.	Hẽe, a-studiá hĩna.	Yes, I am.
A.	Ha David? O-studiá^pa hĩna guaranĩ aveí?	And David? Is he studying Guarani too?
B.	Nahãniri, ha'é o-studiá hĩna inglés.	No, he is studying English.
A.	Oĩ̀-porã! Xé ha Gládys ro-studiá hĩna inglés aveí.	That's fine. Gladys and I are studying English too.

A.	Gládys ha Carlos, mba'é ixa^pa?	Gladys and Carlos, how are you?
B.	I-porã-nte. Ha ndé?	Just fine. And you?
A.	I-porã-nte aveí. Pe-ñe'ẽ^pa inglés?	Just fine, too. Do you speak English?
B.	Oré^pa? Nahãniri, oré ro-ñe'ẽ guaranĩ.	Us? No, we speak Guarani.
A.	Èr-e mĩ 'Hello' guaranĩ-me.	Say 'Hello' in Guarani.
B.	"Mba'é ixa^pa." Oĩ̀-porã^pa?	"Mba'è ixa^pa." Is that good?
A.	Hẽe, oĩ̀-porã.	Yes, that's good.

A.	Re-studiá^pa hĩna guaranĩ, Carlos?	Are you studying Guarani, Carlos?
B.	Hẽe, a-studiá hĩna.	Yes, I am.
A.	Mba'é ixa^pa re-studiá?	How do you study?
B.	Xé a-ñe'ẽ guaranĩ-me.	I speak in Guarani.
A.	Oĩ-porã, Carlos.	That's fine, Carlos.

Memorization

dialog 1.

A.	Ndé^pa re-studiá hĩna guaranĩ?	Are you studying Guarani?
B.	Hẽe, a-studiá hĩna guaranĩ.	Yes, I'm studying Guarani.
A.	Re-studiá^pa hĩna inglés aveí?	Are you studying English too?
B.	Nahãniri. Ha'é o-studiá hĩna inglés.	No. He's studying English.

dialog 2.

A.	Pe-ñe'ẽ^pa hĩna inglés-pe?	Are you talking in English?
B.	Nahãniri, oré ro-ñe'ẽ hĩna guaranĩ-me.	No, we are talking ine Guarani.
A.	Guaranĩ-me^pa? Oĩ-porã!	In Guarani? That's good!

Looking Ahead

(Nouns)

Karaĩ-ñe'ẽ	Spanish (señor-talk)

(Verbs)

-mba.apó	work
-Ikuaá	know
-Ikó	live; get along
-Japó	do; make
-scriví	write
-leé	read
-hugá	play

(Modifiers)

porã	well; good; pretty
vaí	bad, ugly
mixi mĩ	a little

(Grammatical items)

kuéra	pluralizer

(Interrogatives)

mba'é^pa	what?
mãva^pa	who? which?
moõ^pa	where?
mba'é-pe^pa	in what?

(Time expressions)

ko'ãga	now
ko'ãga-ite	right now

expressions needed for classroom operations

e-porandú ĩxu-pé	ask him (or her)
E-porandú ĩxu-pé mba'é^pa o-studiá hĩna.	Ask him what he is studying.

Listening for Study

A.	Xé a-studiá hĩna karaĩñe'ẽ ko'ãga. Ha ndé?	I am studying Spanish now. And you?
B.	Xé a-studiá hĩna karaĩñe'ẽ aveí.	I am studying Spanish too.
A.	Ha mba'é^pa o-studiá hĩna Carlos ha Gládys?	And what are Carlos and Gladys studying?
B.	Ha'ẽ kuéra o-studiá hĩna guaranĩ.	They are studying Guarani.
A.	Ñandé ja-studià va.erã guaranĩ aveí.	We should study Guarani too.
II.		
A.	Ja-studiá py!	Let's study then!
B.	Mba'é^pa re-stùdia-sé?	What do you want to study?
A.	A-stùdia-sé guaranĩ.	I want to study Guarani.
B.	Ha moõ^pa re-stùdia-sé?	And where to do want to study?
A.	A-stùdia-sé escuela-pe.	I want to study in the school.
III.		
A.	Ndé^pa rei-kuaá Carlos-pe?	Do you know Carlos?
B.	Carlos-pe^pa? Hẽe, xé ai-kuaá porã Carlos-pe.	Carlos? Yes, I know Carlos well.
A.	Ha Julio-pe^pa rei-kuaá aveí?	And you know Julio too?
B.	Nahãniri.	No.

IV.

A.	Moõ^pa rei-kó̃ ndé?	Where do you live?
B.	Xé^pa? Xé ai-kó̃ Paraguá̃y-pe.	Me? I live in Paraguay.
A.	Ha moõ^pa oi-kó̃ ha'è kuéra?	Where do they live?
B.	Ha'è kuéra oi-kó̃ Denver-pe.	They live in Denver.
A.	Ha peẽ^pa pei-kó̃ porã-nte Paraguá̃y-pe?	And you get along well in Paraguay?
B.	Heẽ. Roi-kó̃ porã-nte.	Yes, we get along just fine.
A.	Ha mba'é ixa^pa oi-kó̃ Carlos?	And how is Carlos?
B.	Ha'é oi-kó̃ porã-nte aveí,	He is just fine too.

V.

A.	Mba'é-pe^pa re-mba.àpo-vé?	What do you work in, mainly ?
B.	A-mba.àpo-vé kokué-pe.	I work mainly in agriculture.

Unit Four

CONTENTS

grammar points

1. ñandé and pronoun prefix ja- (ña-) 'We (incl)'
2. kuéra - pluralizer
   a. nouns
   b. ha'è kuera (they) and person prefix o-
3. Let's...
   ja- (or na-) prefix
4. VERB-sé 'WANT TO...'
5. I-VERBS (require i on the pronoun prefix)
   Ikó
   Ikuaá
6. J-VERBS (require j on the pronoun prefix)
   Japó
7. -pe - 'IN', 'AT'; 'TO'
8. -pe as direct object marker for persons
9. va.erã 'SHOULD'; 'MUST'; 'OUGHT'
10. pa as 'WHETHER'; 'IF'
11. guá 'FROM'; 'OF'
12. -pe guá 'ASSOCIATED WITH'; 'OF'
13. ajé^pa? 'RIGHT?'
14. Affirmation
    hẽe 'YES'
    upé ixa hĩna 'YES, INDEED'
15. Review of complete set of person prefixes
16. Review of three imperative forms
    e- singular 2nd person
    pe- plural 2nd person
    ja- (ña-) plural 1st person 'LET'S'

17. mba'é^pa 'WHAT?'

vocabulary

Nouns and Nominals

banco
béisbol
biblioteca
cacerola
cafetería
cancha
clase
cocinã
colador
cuchara
Cuerpo de Paz
domitorio
escuela
excusado
fábrica de acéro
sapatería
fubol
hárra
hárro
ḣéra
hospital
hotel
jepe'á
karú
kóva
lápis
lívro
matemáticas
mantel
mberú
nde-ṙéra
óga
olla
organisación
pelota
peluquería
péva
plato
psicología
tatá
ṫembi-'ú
tenedor
tupaó
universidad
voluntario

Names of Places and Peoples

Africa
alemán
Bolívia
Boliviano
Brasil
Colombia
Colombiano
Costa Rica
Estados Unidos
Francia
Japón
japonés
Méhico
Mehicano (a)
Norteamérica
Paraguái
Paraguaý
Paraguaya (o)
Peru
Peruano
portugués
Rusia

Verbs

gustá
ḣéra
-hexá
-Ipotá
-Ipytyvõ
-ntende
o-je-'é
-porandú
-scriví

Grammitical Items

ha D.O. clause marker
ta future tense marker
tẽra } or
téra^pa }

Time Expressions

angè pyharé
ára
ára ha pyharé
ko pyharé
pyharé
...raẽ
upẽi

Person Pronouns

ha'è kuéra
xé-ve
xu-pe

Interrogatives

mãva-pe^pa?

Modifiers

-nte just (no más)

Location Expressions

á-pe
à-pe té-nte
a-mõ
pé-pe

PREPARATION STAGE

Program

('We', including person addressed vs. 'We', excluding person addressed)

1. In Guarani there are two words that are translated 'We': *oré* and *ñandé*. *Oré* is used when the person or persons spoken to are *not* included. *Ñandé* is used when the person or persons spoken to *are* included.

2. Suppose you and a group of friends were looking for a park and stopped to ask a policeman how to get there. You could say "How do we (*oré*) get to the park?" Then one of your friends might ask you, "What did he say? How do we (*ñandé*) get there?"

3. Would 'We' be translated *oré* or *ñandé* in the following situations? Two shoppers talk to a clerk in a store:

a. "Where can *we* find the men's clothes?	Oré
b. "How do *we* pay for this?"	Oré
c. "Can *we* dicker about the price?"	Ñandé
d. "How do *we* know you're not cheating us?"	Oré
e. "Where can *we* go to find a better selection?"	Oré
f. "Why don't you come with us and *we* will find the manager?"	Ñandé
g. "Can *we* meet some place after work and fight it out?"	Ñandé
Ñandé will be called 'WE INCLUSIVE' = 'WE (incl)'. Whenever you see 'WE (incl)' you will know that it refers to	Ñandé

(the 'we (incl)' person prefix ja-)

4. Ñande requires the prefix ja before the verb. 'We are studying' is Ñande ja-studiá hĩna. Remembering that j = ñ within a nasal span, how would you say 'We (incl) are talking'?	Ñandé ña-ñe'ẽ hĩna.
5. Listen to, pronounce and then write the following in Guarani:	
a. We (incl) are listening.	Ñandé ña-hendũ hĩna.
b. We (incl) are talking.	Ñandé ña-ñe'ẽ hĩna.
c We (incl) are studying.	Ñandé ja-studiá hĩna.

(kuéra pluralizer)

6. In English we say 'book' and 'books'. The 's' is the pluralizer. In Guarani they say lívro and lívro kuéra. The kuéra is the pluralizer. Lápis means 'pencil' in Guarani. How would you say 'pencils'?	Làpis kuéra
7. Note that kuéra takes the primary stress. ha'é means 'he' or 'she'. If you mean more than one 'he' or 'she', you would say ha'è _______.	kuéra

(the 3rd person verb prefix o-)

8. Ha'ẽ kuéra is the Guarani word for 'they'. 'He is studying' is Ha'ẽ kuera o-studiá hĩna. The verb prefix is the same for ha'è kuéra and ha'é. The prefix is ___.	o-
9. How would you say 'They are listening'?	Ha'è kuéra o-hendũ hĩna.

(review)

10. You have now been given the complete set of person prefixes. These are; in chart form:

a-	ro- ja- (ña-)
re-	pe-
o-	

(Let's ja- prefix)

11. 'Let's study' is ja-studiá. How would you say 'Let's listen'? 'Let's talk' would be ña-ñe'ẽ.

ja-hendú

12. Because of the effect of the nasalization in ñe'ẽ the ja- becomes

ña-

13. Listen to, pronounce and then write the following in Guarani:

a. Let's talk.	Ña-ñe'ẽ
b. Let's study.	Ja-studiá
c. Let's listen.	Ña-hendú
d. Let's say (it).	Ja-'é

14. You have now been given three imperative forms.

1. e-hendú	listen (escuche)
2. pe-hendú	listen (escuchen)
3. ña-hendú ja-studiá	let's listen let's study.

(-sé want to)

15. 'I study' is Xé a-studiá. 'I want to study' is Xé a-stùdia-sé. The --sé is like the 'want to' in English. Xé a-hendũ is 'I listen'. How would you say 'I want to listen'? Xé a-hèndu-______.	sé
16. Note that the -sé takes the primary stress. Xé a-ñe'ẽ hĩna guaranĩ-me means 'I am talking in Guarani.' How would you say 'I want to talk in Guarani'?	Xe a-ñẽ̀'e-sé guaranĩ-me.
17. The primary stress in a-ñẽ̀'e-sé is on the ____.	-sé
18. How would you say 'They want to study Guarani'? Ha'è kuéra ________________ guaranĩ.	o-stùdia-sé.
19. How would you say 'We want to speak'? Oré ____________.	ro-ñẽ̀'e-sé
20. Listen to, pronounce and write the following in Guarani:	
a. I want to study.	Xé a-stùdia-sé.
b. I want to listen.	Xé a-hèndu-sé.
c. He wants to talk.	Ha'é o-ñẽ̀'e-sé.
d. We (incl) want to study.	Ñandé ja-stùdia-sé.

(I-VERBS)

21. Verb stems written with a capital 'I' such as Ikõ and -Ikuaá are I-VERBS. I-VERBS require and i on the pronoun prefix. Compare the following:	
Xé a-studiá	I study
Xé ai-kuaá	I know.
Xé ai-kò porã	I get along (live) well.
How would you say 'He knows'? Ha'é ____________.	oi-kuaá

22.	-Ikő meaning 'to get along' or 'to live' is another I-VERB. How would you say 'I live'? Xé ______.	ai-kő
23.	How would you say 'We (incl) live'? Ñandé ______.	jai-kő

(J-VERBS)

24. Verb stems written with a capital J such as -Japo are J-VERBS. J-VERBS require a j on the pronoun prefix. Compare the following:

REGULAR VERB:	a-studiá	I study
I-VERBS:	ai-kuaá	I know
J-VERBS:	aj-apő	I do (it)

25.	How would you say 'He does (it)'?	oj-apő
26.	How would you say 'We (incl) do (it)'?	jaj-apő
27.	How would you say 'We (excl) want to do (it)'?	roj-àpö-sé

(-pe as locative)

28. -Pe means 'in'. It can also mean 'at' or 'to'. Compare the phrases below:

A-studiá escuela-pe.	I study at school.
Ai-kő Paraguái-pe.	I live in Paraguay.
A-ñe'ẽ hĩna Carlos-pe.	I am talking to Carlos.

29. Write and pronounce the following in Guarani:

a. I study at school.	Xé a-studiá escuela-pe.
b. I live at school.	Xé ai-kő escuela-pe.
c. I live in Texas.	Xé ai-kő Texas-pe.
d. He is talking to Gládys.	Ha'é o-ñe'ẽ hĩna Gládys-pe.

(-pe as direct object marker for persons)	
30. In Spanish we say 'conozco a Carlos'. (I know [a] Carlos.' In Guarani we say Ai-kuaá Carlos-pe. How would you say 'I know Gladys'? Xé ai-kuaá ________.	Gládys-pe
(va.erã should, must, etc.)	
31. In Guarani there is only one word for 'should', 'ought', 'must', 'have to', etc.: va.erã. Look at the examples below:	
Xé a-studià va.erã.	I have to study.
Xé a-studiã va.erà.	I must study.
Xé a-studià va.erã.	I should study.
32. How would you say 'I ought to listen'? Xé a-hendú ________ .	va.erã
33. Listen to, pronounce and then write the following in Guarani:	
a. He ought to listen	Ha'é o-hendù va.erã.
b. I must study.	Xé a-studià va.erã.
c. We should know.	Oré roi-kuaà va.erã.
d. We (incl) should talk in Guarani.	Ñandé ña-ñe'ẽ̀ va.erã guaranĩ-me.
(pa as 'whether', 'if')	
34. Examine the sentence: E-porandú ìxu-pé o-studiá^pa hĩna - 'Ask him if he is studying'. O-studiá^pa hĩna means	is he studying?
In English it is less common to say 'Ask him is he studying' than 'Ask him if he is studying'. The translation equivalent of pa in the latter sentence is ___.	if

(guá 'from', 'of')

35. Observe the following:

a.	Moõ̀ guá^pa ndé?	Where are you from?
b.	Xé Paraguài guá.	I'm from Paraguay.
c.	Ndé Norteamèrica guá?	You're from North America?

The post-position guá indicates origin or derivation.

36. Compare the following equivalents in Guarani:

Xé Mehicano	Xé Mèhico guá.
Xé Baraguaya	Xé Paraguài guá.
Xé Boliviano	Xé Bolìvia guá.

37. Say and write the equivalents:

Xé Peruana	Xé ______.	Peru guá
Xé Colombiano	Xé ______.	Colombia guá

(-pe gua 'associated with', 'of')

38. Observe the following:

a.	Mba'é guá^pa ndé?	What are you associated with?
b.	Xé Cuerpo de Paz-pe guá.	I'm a volunteer associated with the Peace Corps.

39. The suffix -pe 'in' plus the post-position guá 'from; of' combine to mean 'from in' or 'associated with'. Often -pe guá is translated by de in Spanish.

40. How would you say 'He's a VISTA volunteer'?

Ha'é Vista-pe guá voluntario.

(ajé^pa right?)

41. In French it's n'est-ce pas?, in Spanish no es verdad? In Guarani it's ajé^pa? In English a wide variety of choices are available:

He is sick, isn't he?

He has money, doesn't he?

He will go, won't he?

You like it, right?

It tastes good, don't you agree?

42. How would you say 'Just fine, right?' — I-porã-nte, ajé^pa?

43. Hẽe is one way of affirming. More emphatic is the expression Upé ixa hĩna! 'Yes indeed!'

44. Which would be the more emphatic affirmation to the question re-kàru-sé^pa? (Do you want to eat?), Hẽe or Upé ixa hĩna? — Upé ixa hĩna

(what?)

45. Mba'é^pa? means 'What?' Mba'é^pa re-studiá hĩna? means 'What are you studying?' How would you say, 'What is he studying?' ______ ha'é o-studiá? — Mba'é^pa

46. Write and pronounce the following in Guarani:

a. What are we (incl) studying?	Mba'é^pa ja-studiá hĩna?
b. What does he study?	Mba'é^pa o-studiá?
c. What is he listening to?	Mba'é^pa o-hendú hĩna?

Summary

PERSON PREFIXES: The PERSON PREFIXES for ñandé and ha'è kuéra are:

we (incl)	ja-	(Ñandé) ja-studiá.	We (incl) study.
they	o-	(Ha'è kuéra) o-hendú.	They listen.

I-VERBS: I-VERBS require an i on the VERB PREFIXES.

Xé ai-kuaá.	I know.
Ha'é oi-kuaá.	He knows.

J-VERBS: J-VERBS require a j on the VERB PREFIXES.

Xé aj-apó.	I do (it).

'WANT TO...': A VERB plus -sé makes the 'WANT TO...' form.

A-stùdia-sé.	I want to study.
O-hèndu-sé.	He wants to listen

'SHOULD...' 'MUST.' A VERB plus va.erã makes the 'SHOULD...', 'MUST...' etc. form.

A-studiâ va.era.	I should study.
Ro-hendù va.erã.	We ought to listen.

'IN', 'AT', 'TO': -pe is used for 'IN, 'AT' and 'TO'.

escuela-pe	at school
Paraguâi-pe	in Paraguay
Carlos-pe	to Carlos

'IF': pa translates 'IF' in sentences like:

E-porandú o-studiá^pa.	Ask if he studies.
Rei-kuaá^pa o-studiá^pa hīna?	Do you know if he is studying?

NOTE: pa does not translate the conditional 'IF' in sentences like: If I'm hungry I eat.

'FROM', 'OF': Origin or derivation are indicated by guá.

Xé Paraguâi guá.	I'm from Paraguay.

'ASSOCIATED WITH': -pe guá (literally 'from in') are used to indicate association with a place or organization.

Xé Cuerpo de Pàz-pe guá voluntario.	I'm a Peace Corps Volunteer.

SPANISH LOANS FOR NATIONALITY:

SPANISH LOANS are frequently used to designate nationality.

Xé paraguayo.	I'm Paraguayan.
Xé mehicáno.	I'm Mexican.

'RIGHT?'

The equivalent of English 'RIGHT?' (Spanish 'no es verdad?') is ajé^pa

UPÉ IXA HĨNA:

A more emphatic affirmation than hẽe is UPÉ IXA HĨNA 'Yes indeed'.

Written Exercises

1. Write three sentences in English using 'we' which would be translated oré in Guarani.

2. Write three sentences in English using 'we (incl)' which would be translated ñandé in Guarani.

3. Make 'let's...' forms out of the following verbs and give English translations:

   (Example: Ja-'é. Let's say (it).)

   a. -'é
   b. -ñe'ẽ́
   c. -hendú
   d. -studiá
   e. -Ikó

4. Translate the following into Guarani:

   a. I know.
   b. You know.
   c. They know.
   d. He knows.
   e. We know.
   f. We (incl) know.
   g. You-all know.
   h. You do.

5. Correct the mistakes in the following:

   a. Xé o-hèendu-se Guaranĩ.
   b. O̰ré a-hèendu-sé Guaranĩ.
   c. Nandé ro-hendú-sé Guaranĩ.
   d. Ja-ñe'ẽ Guaranĩ-me.
   e. Ña-ñe'ẽ Guaranĩ-pe.
   f. Ha'e kuéra oi-kuaá.
   g. Ha'è kuéra o-kuaá.
   h. A-studià va.ẽra.
   i. O-hendu-sé.

6. Translate the following into Guarani:

   a. I am studying.
   b. I want to study
   c. I ought to study.
   d. I ought to talk Guarani.
   e. I ought to talk in Guarani.
   f. I ought to talk in English.
   g. We ought to talk in Guarani.
   h. I'm a Peace Corps Volunteer.
   i. I'm a North American
   j. We (incl) ought to talk in Guarani.
   k. He wants to live here.
   l. He wants to talk to Carlos.
   m. He ought to know Gladys.
   n. Do you want to study at school?
   o. Ask him if he is listening.
   p. Do you know if I am listening?
   q. You're from New York, right?
   r. Yes indeed.

Listening In

1. A. Xé a-studiá hĩna karaì-ñe'ẽ ko'ãg̃a. Ha ndé?
   B. Xé a-studiá hĩna karaì-ñe'ẽ aveí.
   A. Ha mba'é^pa o-studiá hĩna Carlos ha Gládys?
   B. Ha'é kuéra o-studiá hĩna guaranĩ.
   A. Ñandé ja-studià va.erã guaranĩ aveí.

2. A. Ja-studiá py.
   B. Mba'é^pa re-stùdia-sé?
   A. A-stùdia-sé guaranĩ.
   B. Ha moõ^pa re-stùdia-sé?
   A. A-stùdia-sé escuela-pe.

3. A. Ndé^pa rei-kuaá Carlos-pe?
   B. Carlos-pe^pa? Hẽe, xé ai-kuaà porã Carlos-pe.
   A. Ha Julio-pe^pa rei-kuaá aveí?
   B. Nahãniri.

4. A. Moõ^pa rei-kő ndé?
B. Xé^pa? Xé ai-kő Paraguái-pe.
A. Ha moõ^pa oi-kő ha'è kuéra?
B. Ha'é kuéra oi-kő Denver-pe.
A. Ha peẽ^pa pei-kő porã-nte Paraguái-pe?
B. Hẽe. Roi-kő porã-nte.
A. Ha mba'é ixa^pa oi-kő Carlos?
B. Ha'é oi-kő porã-nte aveí, gracias.

5. A. Kuñà-karaí Peralta o-studiá inglés universidad-pe.
B. Karaí Pinero o-studiá ruso universidad-pe.
A. Antonio o-studiá alemán escuela-pe.

6. A. Xé a-studiá guaranĩ Paraguái-pe.
B. Xé a-studiá guaranĩ Paraguái-pe aveí.
A. Re-studiá^pa inglés Estados Unidos-pe.
B. Hẽe, a-studiá inglés Estados Unidos-pe.

Memorization

1. A. Mba'é^pa rej-apó hĩna?
B. A-studiá hĩna karaĩ-ñe'ẽ ko'ãga.
A. Oĩ-porã.

2. A. Mba'é^pa ja-studiá va.erã ko'ãga?
B. Ndé re-studiá va.erã guaranĩ ha xé a-studiá va.erã inglés.

3. A. Ndé^pa rei-kuaá Carlos-pe?
B. Hẽe, ai-kuaà porã.

4. A. Ha'è kuéra^pa oi-kő Utah-pe?
B. Nahãniri.
A. Moõ^pa oi-kő?
B. Oi-kő Paraguái-pe, pero o-mba.apó hĩna Utah-pe.

5. A. Mba'é ixa^pa rei-kő?
B. Ai-kő porã-nte. Ha ndé?
A. Ai-kő porã-nte aveí.

Looking Ahead

(nouns)

óga	house (Sp. hogar)
tupaó	church
escuela	school

(verbs)

-ntendé	understand (Sp. entender)
-Ipotá	want (something)
-hexá	see

(interrogatives)

mãva-pe^pa	whom?

(time expressions)

ára	day
ko ára	today
pyhará	night
ko pyharé	tonight
ára ha pyharé	day and night
angè pyharé	last night
...raẽ	first
upéi	afterwards; next; then

(location expressions)

á-pe	here
à-pe té-nte	right around here
a-mõ	there; over yonder
pé-pe	there (close by)

(grammatical items)

ta future tense marker (will)
tẽra
or
tẽra^pa
ne conditional tense marker (would)
há subordinate clause marker, analogous to the English subordinating conjunction that in 'He says that he is tired.'

Survival Expressions

model

Kóva h̃éra kysé.	This is called a 'knife'.

TO THE STUDENT: kòva means 'this'. H̃éra means 'is called' or 'its name'.

lexical substitution

kysé	Kóva ḣéra kysé.
tenedor	Kóva ḣéra tenedor

(cuchára, plato, mantel, olla, fosforo, tatá [fire], jepe'á [firewood], cocinã)

model

Mba'é ixa^pa ḣéra péva?	What is that called?

dialog

A. Mba'é ixa^pa ḣéra péva?

B. Kóva ḣéra kysé.

Use Phase

1. A number of objects associated with food preparation and eating will be placed before the class. Each of you touch one of these and ask another class member what it is called.
2. The instructor will indicated an object and ask a question like: Kóva^pa ḣéra kysé? or Péva ḣéra plato, ajé^pa? Respond appropriately.

model

O-je-'é tatá.	Se dice tata.

substitution

(tatá)	o-je-'é tatá
jepe'á (firewood)	o-je-'é jepe'á
ṫembi-'ú (food)	o-je-'é ṫembi-'ú

model

'Casa' o-je-'é óga.	'Casa' se dice óga.

substitution

casa	'Casa' o-je-'é óga
señor	'Señor' o-je-'é karaí
señora	'Señora' o-je-'é kuñã-karaí
mesa	'Mesa' o-je-'é mesá

model

Èr-e mĩ xé-ve.	Please tell me.
Èr-e mĩ xu-pé.	Please tell him.

Mba'é ixa^pa o-je-'é 'fuego'?	Cómo se dice 'fuego'?

---

dialog

A. Èr-e mĩ xé-ve mba'é ixa^pa o-je-'é 'fuego'.

B. O-je-'e tatá.

Use Phase

1. Each class member pick from the following list of Spanish words and ask the instructor to tell you how it is said (in Guarani). Write down the answer.

te gusta?

me gusta?

Que quiere Ud.?

Que necesita Ud.?

Que busca Ud.?

2. Each class member ask another to please ask him how to say the expression just elicited. The exchange should go like this:

A. E-poràndú mĩ xé-ve mba'é ixa^pa o-je-'é me gusta.

B. Èr-e mĩ xé-ve mba'é ixa^pa o-je-'é me gusta.

A. O-je-'é xe^gustá

Find Out How to Say

no entiendo ______________________________

no me acuerdo ______________________________

no sé ______________________________

vamos ______________________________

vamos a comer ______________________________

me gusta mucho ______________________________

la comida es muy buena ______________________________

Unit Five

CONTENTS

grammar points

1. ta future tense
2. kurĩ recent past tense (statements)
3. kurĩ optional in past context
4. ra.è in recent past tense questions
5. VERB-kuaá 'to know how to VERB'
6. ikatũ 'it is possible; can; may'
7. -Ipota 'to want (something)'
8. -pe with indirect object.
9. alternate forms of -pe with pronouns
   xé-ve oré-ve
   ndé-ve ñandé-ve
10. peẽ-me 'to you-all'
11. (i)xu-pé 'to him; her'
    (i)xù-pe kuéra 'to them'
12. há . that clause marker
13. -nte 'just'
14. pa questions vs. intonation marked questions
15. ma - Spanish 'ya'
    present perfect tense in English.
16. ne'ĩra guẽteri 'not yet' statement
    ne'ĩraˆpa 'not yet' question
17. ité / itereí degree heightener

18. Mba'é^pa he-'i-sé upéva? 'What does that mean?'

19. He-'i-sé 'It means...'

20. -je- reflexive (-ñe- in nasal environment)

vocabulary

Nouns and Nominals

avuela
akã
apysá
asucá
Biblia
camisá
carro
casõ
cavajṹ
coche
cuaderno
domingo
ḣendyvá
hetá
hetá mba'é
i-pó-pe
jueves
jukỹ́
karṹ
kambý
kuatiá
la gènte kuéra
la upé ixa rõ
lunes
mandyjṹ
martes
mbõ'e ha
mboy
mes
mesá
mymbá
nambí
ovexá
palangana
pan
pastel
peteĩ mba'é
pisarrón
plomo
po
p̣y
rembireko
reunión
revista
sapatṹ
sávado
servilleta
silla
suegra
tasa
táta
tàta-kuá
ṫera
ṫesá
tisa
vaso
viernes
vicicleta
voleto
vorracor
vosá
xe-amigo
ỹ́
yké re
ỳ-kuá

Verbs

-agradecé
-aprendé
-cená
-guatá
-gue-rekó
-há
-ḣa.arõ
-ḣexauká
-ĩ
-ikatṹ
-Iko (vicicleta-pe)
-ja-há
-javý
-jepohéi
-jepopete
-jeroký
-jeruré
-juká
-kakuaá
-karṹ
-ké
-kirirĩ
-Ikotevẽ
-makaneá
-maneh á
-mbohasá
-me'ẽ
-moĩ
-ňe-ha'ã
-ňe-pyrũ
-ňotỹ
-páy
-purahéi
-pytá
-pytu'ṹ

Modifiers

kyrá
morotĩ
pohýi
pukṹ
pytã
voí

Person Pronouns

(i)xũ-pe kuéra
ňandé-ve
ndé-ve
oré-ve
peẽ-me
xé-ve

Miscellaneous

añe-te
ári
cada

Time Expressions

ko'ẽ
ko'ẽro
pyhàre-vé

Phrases

na á-pe

PREPARATION STAGE

Program

(ta future tense)

1. Compare the following; note that ta indicates future tense.

Xé a-studiá.	I study.
Xé a-studiá ta.	I will study. (I am going to study.)

2. Xé a-hendú means 'I listen.' How would you say, 'I will listen' ? Xé a-hendú __. ta.

3. Note that ta does not take the primary stress. 'I will speak in Guarani' is Xé a-ñe'ẽ ta guaranĩ-me. How would you say 'I will speak in English' ? Xé _______ ____ inglés-pe. a-ñe'ẽ ta

4. How would you say, 'we (incl.) are going to know Guarani' ? _____ ________ __ __________. Ñandé jai-kuaá ta guaranĩ.

5. Write and pronounce the following in Guarani (include the independent pronouns).

a. I will listen.	Xé a-hendú ta.
b. I am going to talk.	Xé a-ñe'ẽ ta.
c. He will know.	Ha'é oi-kuaá ta.
d. We will listen.	Oré ro-hendú ta.
e. We (incl.) will know it.	Ñandé jai-kuaá ta.
f. They are going to study.	Ha'è kuéra o-studiá ta.

(kurĩ recent past tense)

6. Compare the phrases below:

Xé a-studiá.	I study.
Xé a-studiá kurĩ.	I studied. (I recently studied.)

Recent past is expressed by means of the particle kurì following the verb. Kurì is generally used in indicative sentences, i.e. sentences which make a statement. It is less commonly used in interrogative or question sentences. (See frame II)

7. How would you say 'I listened' ? Xé a-hendú ____.	kurì
8. Write and pronounce the following in Guarani:	
a. I studied.	Xé a-studiá kurì.
b. He studied.	Ha'é o-studiá kurì.
c. They talked.	Ha'è kuéra o-ñe'ẽ kurì.
d. We listened.	Oré ro-hendú kurì.

(ra.è in recent past tense questions)

9. Compare the following:

Ndé re-studiá kurì.	You studied.
Ndé^pa re-studiá ra.è?	Did you study ?

When asking a question about something in the recent past ra.è is generally used.

10. In a recent past time reference ra.è is generally used for asking a question and _______ is used for making a statement.	kurì
11. How would you ask, 'Did you listen?' Ndé^pa re-hendú ____?	ra.è
12. Write and pronounce the following in Guarani. (Put the ^pa on the independent pronoun)	
a. Did you study ?	Ndé^pa re-studiá ra.è ?
b. Did he know ?	Ha'é^pa oi-kuaá ra.è ?
c. Did they listen ?	Ha'è kuéra^pa o-hendú ra.è ?

13. How would you give an affirmative response to the question: Ndéˆpa re-ñe'è ra.è guaranĩ ? Hẽe, xé a-ñe'ẽ _______.

kurì

(kurì optional in past context)

14. Study the following:

1.	A-javý kurì la reunion A-javý la reunion	I missed the meeting.
2.	A-páy voí kurì ko pyhare-vé A-páy voí ko pyhare-vé	I woke up early this morning.
3.	A-kakuaá Ohio-pe.	I grew up in Ohio.

15. Notice that where a past time indicator occurs in a sentence or where the understood context in past time -- recent or remote -- a grammatical indicator of past time, such as kurì, is not always required.

16. How would you say 'I studied Guarani this morning' without using the recent past indicator kurì ?

A-studiá guaranĩ ko pyhare-vé.

(ta required in future context)

17. Even tho future context in a sentence is implied or indicated by a time expression, ta or some other particle is required. One says

a-studiá ta ko'ẽro I'll study tomorrow

but not

a-studiá ko'ẽro

(VERB-kuaá 'know how to')

18. Xé a-ñe'ẽ guaranĩ, means 'I speak Guarani.' Xé ai-kuaá guaranĩ means 'I know Guarani.' 'I know how to speak Guarani' is Xé a-ñe'ẽ̀-kuaá guaranĩ. Literally this would be, 'I speak _____ Guarani.

know

19. VERB plus -kuaá means 'to know how to VERB'. How would you say, 'I know how to study' ? Xé ____________.

a-studià-kuaá

20. Write and pronounce the following in Guarani:

a. He knows how to speak.	Ha'é o-ñe'ȅ-kuaá.
b. He knows how to listen.	Ha'é o-hendù-kuaá.
c. I know how to study.	Xé a-studià-kuaá.

(ikatű 'it is possible')

21. Ikatű means 'it's possible' or 'can' or 'may'. Look at the examples below:

Xé a-ñe'ẽ.	I speak.
Xé ikatű a-ñe'ẽ.	I can speak. It's possible for me to speak.
Ikatű^pa a-hèndu mĩ ?	Can I listen a little ?

22. Ha'é o-hendű means 'He listens'. How would you say 'He can listen' ? Ha'é _____ o-hendű.

ikatű

23. Write and pronounce the following in Guarani:

a. Can I study here ?	Ikatű^pa a-studiá á-pe ?
b. Can we study there ?	Ikatű^pa ro-studiá pe-pe ?
c. Can we (incl.) talk now ?	Ikatű^pa ña-ñe'ẽ ko'ãg̃a ?

(-ipotá 'to want something)

24. The verb -ipotá means 'to want something'. For example: Xé ai-potá peteĩ livro, means 'I want a book'.

25. How would you say, 'I want a pencil' ? Xé ________ peteĩ lápis.

ai-potá

(-potá - SENTENCE)

26. Compare the following:

Xé ai-potá.	I want.
Ndé re-studiá.	You study.
Xé ai-potá ndé re-studiá.	I want you to study.

How would you say 'I want you to listen'? Xé ai-potá ____ ________.

Ndé re-hendú

27. Write and pronounce the following in Guarani:

a. I want him to study.	Xé ai-potá ha'é o-studiá.
b. He wants Carlos to study.	Ha'é oi-potá Carlos o-studiá
c. He wants me to study.	Ha'é oi-pota xé a-studia.

(-pe with indirect object)

28. Er-e mĩ means 'say' or 'tell'. Er-e mĩ Carlos-pe means 'say to Carlos' or 'Tell Carlos'. What would Er-e mĩ Gladys-pe mean?

Tell Gladys.

(alternate forms of -pe with pronouns)

29. Er-e mĩ xé-ve means 'tell me'. What would E-ñe'ẽ xé-ve mean?

Speak to me.

30. Look at the examples below:

Ha'é o-ñe'ẽ hĩna ndé-ve	He is talking to you.
Ha'é o-ñe'ẽ hĩna oré-ve.	He is talking to us.
Ha'é o-ñe'ẽ hĩna ñandé-ve.	He is talking to us. (incl)

With the pronouns xé, ndé, oré and ñandé an alternate form of -pe is used, namely ___.

ve.

31. Look at the examples below:	
Xé a-ñe'ẽ hĩna peẽ-me.	I am talking to you-all.
'To you-all' is expressed by _____.	peẽ-me
The alternate -me (of -pe) is used as expected following a stressed nasal vowel.	
32. Look at the examples below:	
Xé a-ñe'ẽ hĩna (ì)xu-pé.	I am talking to him.
Xé a-ñe'ẽ hĩna (i)xù-pe kuéra.	I'm talking to them.
a. 'To him' is expressed by ______.	(ì)xu-pé
b. 'To them' is expressed by ____________.	(i)xù-pe kuéra
The notation (ì)xu-pé indicates that the word may be pronounced ìxu-pé or xu-pé. Since xu-pé is the more frequent form we will generally write it xu-pé.	
33. Write and pronounce the following in Guarani:	
a. Tell him.	È-re mĩ (ì)xu-pé.
b. Tell me.	È-re mĩ xé-ve.
c. Tell them.	È-re mĩ (i)xù-pe kuéra.
d. He is talking to us (incl.).	Ha'é o-ñe'ẽ hĩna ñandé-ve.
e. He is talking to you.	Ha'é o-ñe'ẽ hĩna ndé-ve.
f. He is talking to you-all.	Ha'é o-ñe'ẽ peẽ-me.
(direct quotes)	
34. Compare the following:	
Xé ai-kó á-pe.	I live here.
Ha'é he-'í, "Xé ai-kó á-pe."	He says, "I live here."

Ha'é he-'í or just he-'í means 'He says'. How would you say, 'He says, "I lived here."? Ha'é he-'i, __ _____ ____ á-pe.	Xé ai-kő kurí
(indirect quotes)	
35. Compare the following:	
Ha'é oi-kő á-pe.	He lives here.
Ha'é he-'í òi-ko há á-pe.	He says that he lives here.
The há follows the VERB in the 'that clause'. How would you say, 'He says that he studies' ? Ha'é he-'í _______ __.	o-stùdia há
Note that the há takes the primary stress.	
36. Write and pronounce the following in Guarani:	
a. He says that he studies Guarani.	Ha'é he-'í o-stùdia há guaranĩ.
b. He says that he is studying Guarani.	Ha'é he-'í o-stùdia há hĩna guaranĩ.
c. He says that he is listening.	Ha'é he-'í o-hèndu há hĩna.
37. Compare the following:	
Ha'é he-'í o-stùdia há.	He says that he studies.
Ha'é he-'í kurî o-stùdia há.	He said that he studies.
How would you say, 'He said that he listens' ?	Ha'é he-'í kurî o-hèndu há.
38. Write and pronounce the following in Guarani:	
a. He said that he talks Guarani.	Ha'é he-'í kurí o-ñẽ'e há guaranĩ.
b. He said that he listens.	Ha'é he-'í kurî o-hèndu há.
c. He said that he is listening.	Ha'é he-'í kurí o-hèndu há hĩna.
d. He said that he says (it).	Ha'é he-'í kurî he-'í há.

39. Remembering that ra.è is used to form a question in the recent past, how would you ask: 'What did he say' ?
Mba'é^pa ____ ____ ?

he-'ĩ ra.è

40. How would you answer 'He said that he knows' ?

Ha'é he-'ĩ kurì oi-kuàa há.

(-nte just)

41. I-porã-nte means 'just fine'.
-nte means 'just' or 'no más'.
What would guaranĩ-nte mean ?

Just Guarani

42. Mixi mĩ means 'a little'. What would mixi mĩ-nte mean ?

Just a little

43. How would you say the following in Guarani ?

I speak just a little.
Xé a-ñe'ẽ ____ ____.

mixi mĩ-nte

44. Write and pronounce the following in Guarani:

(I am) just fine.

I-porã-nte.

I want just one.

Ai-potã peteĩ-nte.

(ité/itereí degree heightener)

45. Contrast the following:

i-porã

it is fine

i-porã-nte

it is just fine

i-porã itereí

i-porã ité

it is very fine

The form itereí or ité when used with adjectives can be translated very.

I-pyahũ means 'it is new'. How would you say 'it is very new' ?

i-pyahù ité, or
i-pyahù itereí

46. Ité or iteréi are also used with other words. Agradece itereí means 'thanks a lot'.

(pa questions vs. intonation marked questions)

47. To add to some information given earlier. There are two ways of forming questions:
(1) with a rising intonation, and
(2) with an interrogative particle like pa. As a matter of fact these alternatives match contrasting types of questions.

48. Compare the same question in English with different intonations.
(1) What ? ↑ (with rising intonation)
(2) What ? ↓ (with falling intonation)

The first requests a repetition or confirmation of something said but not understood or believed. The second simply requests further information.

49. The same contrast operates also in Guarani.

(1) Mba'é ?↑
(2) Mba'é^pa ?↓

Upward intonation (as in English) requests a repetition or confirmation of something said. The question with pa requests new information.

50. Let's say a friend of yours says he'll meet you at the ______. (You don't hear the place) Would you ask moõ^pa ? or moõ ?

moõ ?↑

51. Suppose you can't meet him there. You suggest that you will be working at the time. He doesn't know where you work. Would he ask moõ^pa or moõ ?

moõ^pa

(ma = Spanish ya)

52. Compare the use of ma in Guarani with the use of ya in Spanish:

a.	a-karũ ma	ya comí	I've eaten (already)
b.	a-kàru-sé ma	quiero comer ya	I want to eat now
c.	a-karũ ta ma	ya comeré	I'll eat now
d.	o-pá ma	ya terminó ya se acabó	That's all

53. Observe that ma does not have a simple equivalent in English. It is used (see a.) where in English we would use the present perfect tense. How would you say 'I have studied already' ?	a-studiá ma
54. When it is not used in a past context as the approximate equivalent of the English present perfect tense, it can usually be translated by already or now. (See b. and c.) How would you say, 'I want to study now' ?	a-stùdia-sé ma
55. How would you say, 'I'll study now' ?	a-studiá ta ma
56. Notice that in all of the examples the Spanish equivalent of ma is ya. If a-há ta means 'me voy', how would you translate a-há ta ma in Spanish ?	ya me voy
57. How would you translate re-ñe'ẽ-kuaá ma guaranĩ-me in Spanish ?	ya sabe hablar en guaraní

(ne'ĩra gueteri }
(ne'ĩra^pa } 'not yet')

58. Study the following dialog.

A.	Ne'ĩra^pa re-karũ ?	Haven't you eaten yet ?
B.	Ne'ĩra gueteri. (or: ne'ĩra gueteri a-karũ)	Not yet. (or: I haven't eaten yet)

59. The negative form of the statement a-karũ ma 'I've eaten already' is ne'Ĩra gueteri a-karũ 'I haven't eaten yet'. How would you say 'I haven't studied yet' ?	ne'Ĩra gueteri a-studiá.
60. The negative form of the question re-karũ ma^pa ? 'Have you eaten yet?' is ne'Ĩra^pa re-karũ ? 'haven't you eaten yet?' How would you say 'Haven't you studied yet?'	ne'Ĩra^pa re-studiá ?
61. To review: The statement 'Not yet' is ne'Ĩra gueteri. The question 'Not yet ?' is ____________.	ne'Ĩra^pa ?

Summary

FUTURE:

The FUTURE is expressed by a VERB plus ta

A-studiá ta	I will study.
O-hendú ta	He is going to listen.

RECENT PAST:

A STATEMENT in the RECENT PAST is expressed by kurì after the VERB.

A-studiá kurì.	I studied.

A QUESTION in the RECENT PAST is expressed by ra.è after the VERB.

Mba'é^pa o-studiá ra.è?	What did he study?

"KNOW HOW TO...":

A VERB plus -kuaá is the "KNOW HOW TO..." form.

A-ñe'ẽ̀-kuaá.	I know how to speak.
Pe-studià-kuaá.	You-all know how to study.

"BE ABLE TO..":

ikatú plus a VERB is the "BE ABLE TO..." or "CAN..." or "MAY..." form.

Ikatú¯pa a-ñe'ẽ̀ ko'ã̀g̃a?	Can I talk now?
Ikatú oi-kuaá.	It's possible that he knows.

"WANT (something)":

-Ipotá is used to say "WANT (something)".

Ai-potá peteĩ lápis.	I want a pencil.
Ai-potá ndé re-studiá.	I want you to study.

"(He said) THAT":

"THAT..." as in 'He said that...' is expressed by há following the VERB.

Ha'é he-'ĭ kurì òi-ko há ápe.	He said that he lives here.
Ha'é he-'í oi-kuàa há.	He says that he knows.

INDIRECT OBJECT:

The INDIRECT OBJECT is marked by -pe.

E-porandú Carlos-pe oi-kuaá^pa.	Ask Carlos if he knows.
E-ñe'ẽ María-pe.	Talk to Maria.

INDIRECT OBJECT PRONOUNS:

The regular pronouns xé, ndé, oré and ñandé plus -ve form the INDIRECT OBJECT PRONOUNS.

xé-ve	to me
ndé-ve	to you
oré-ve	to us
ñandé-ve	to us (incl)

The regular pronoun peè plus -me is the INDIRECT OBJECT PRONOUN for 'you-all'.

peĕ-me	to you-all

The INDIRECT OBJECT PRONOUN for third person (ha'é) is (i)xu-pé (the i is optional). For 'They' (ha'è kuéra) it becomes (i)xù-pe kuéra.

(i)xu-pé	to him.
(i)xù-pe kuéra	to them.

-NTE:

-NTE means 'just' or 'no más'.

mixi mĩ-nte	just a little (un poquito, no más)

pa VS. INTONATION MARKED QUESTIONS:

Questions are formed in two ways:

1. with upward intonation, asking for a repetition or confirmation; and
2. with pa or other enclitic requesting new information.

1. Mba'é?	What? (asking for a repeat)
2. Mba'é^pa?	What? (asking for information)

ma (SPANISH ya):

There is no single English equivalent for the Guarni word ma. It may be translated by the present perfect tense, or by 'already' and 'now', depending on the context. The Spanish equivalent of ma is 'ya'.

A-studiá ma.	I have studied already. (Ya estudié.)
A-stùdia-sé ma.	I want to study now. (Quiero estudiar ya.)
O-pà ma.	That's all. (Ya es todo.)

"NOT YET": ne'ĩra guèteri - the statement and ne'ẽra^pa - the question 'not yet'.

Ne'ĩra^pa re-hugá?	Haven't you played yet?
Ne'ĩra guèteri.	Not yet.

Written Exercieses

1. Write three answers to each of the following questions and translate:
    a. Mba'é ixa^pa ndé re-studiá guaranĩ?
    b. Mba'é ixa^pa ndé restudiá ta guaranĩ ko'ẽro?
    c. Mba'é ixa^pa peẽ pe-studiá ra.è guaranĩ kuehé?
2. Change the sentences that say 'Know how to...' to 'Be able to...', and the 'Be able to...' sentences to 'Know how to...' and translate.
    a. Xé a-ñe'ẽ̀-kuaá.
    b. Ha'é o-ñe'ẽ̀-kuaá inglés.
    c. Ikatũ^pa ro-ñe'ẽ guaranĩ-me?
    d. Ikatũ^pa pe-studiá ko'ãga?
    e. Ñandé ña-ñe'ẽ̀-kuaá guaranĩ.
3. Translate the following into Guarani:
    a. I want to study Guarani.
    b. I want a pencil.
    c. What do you want?
    d. What do you want to study?
    e. I want to talk.

f. I want you to talk.

g. We (incl) want to know.

4. Write each of the sentences in No. 3 once as a direct quotation; (He said, "I know how to talk Guarani.") and once as an indirect quote; (He said that he knows how to talk Guarani.) and translate orally into English.

Listening In

I. A. Ha'é oi-potá peteĩ lápis ha peteĩ livro.

B. Ha mba'é^pa ndé rei-potá?

A. Xé^pa?

B. Heẽ, ndé.

A. Xé ai-potá peteĩ camisá.

II. A. Mba'é^pa rej-apó hĩna?

B. A-studiá hĩna guaranĩ.

A. Re-studiá hĩna inglés?

B. Nahãniri, a-studia hĩna guaranĩ.

A. Mba'é^pa rej-apó ta ko'ẽro?

B. Ko'ẽro^pa?

A. Heẽ, ko'ẽro.

B. Ko'èro a-studiá ta inglés. Ha ndé?

A. Xé ko'ẽro a-ñe'ẽ̀ va.èra peteĩ escuela-pe.

Memorization

dialog 1.

A.	Mba'é^pa rej-apó hĩna?	What are you doing?
B.	A-studiá hĩna guarani.	I'm studying Guarani.
A.	Mba'é^pa rej-apó ta ko'ẽro?	What are you going to do tomorrow?
B.	Ko'ẽro a-studiá ta guaranĩ aveí.	I'm going to study Guarani tomorrow too.

dialog 2.

A.	Mba'é^pa pei-potá aj-apó?	What do you-all want me to do?
B.	Oré ro-hèndu-sé guarani. E-ñẽ̀'e mĩ oré-ve guaranĩ-me.	We want to listen to Guarani. Speak to us in Guarani.
A.	Mba'é^pa pei-pota ha-'é peẽ-me?	What do you want me to tell you?
B.	Èr-e mĩ oré-ve moõ^pa rei-kó.	Tell us where you live.
A.	Ai-kó á-pe.	I live here.

dialog 3.

A.	Ikatú^pa a-ñe'ẽ karaĩ̀-ñe'ẽ-me?	May I speak in Spanish?
B.	Re-ñe'ẽ̀-kuaá^pa guaranĩ?	Do you know how to speak Guarani?
A.	A-ñe'ẽ̀-kuaá, pero mixi mĩ-nte.	I do, but only a little.
B.	La gènte kuéra o-hã̀.aró re-ñe'ẽ guaranĩ-me.	The people expect you to speak in Guarani.
A.	La upé ixa rõ̀, a-ñe-hà'ã ta a-ñe'ẽ guaranĩ-me.	In that case I'll try to speak in Guarani.

Looking Ahead

Nominals

xe-amigo
peteĩ mba'é
hetá mba'é
mbo'e há
gènte kuéra
voleto
vosá
ṫéra
po
py
akã
jurú
nambi
apysá
ṫesa
mymbá
ý
ỳ-kuá
táta
tàta-kuá

Verbs

-Ikó vicicleta-pe
-purahéi
-jepohéi
-ké
-makaneá
-pytu'ú
-ñe-ha'á
-ñe-pyrũ
-guata
-moĩ
-manehá
-pytá
-juká
-juhá
-ĩ

Time Expressions

ko'ẽ
ko'èro
pyhare-vé

Miscellaneous

upé ixa rõ
añe-té

listening for study

I.	A.	E-porandú ixu-pé oi-kó^pa á-pe.	Ask him if he lives here.
	B.	Rei-kó^pa á-pe?	Do you live here?
	C.	Nahãniri. Xé ai-kó Paraguái-pe.	No. I live in Paraguay.
	A.	Mba'é^pa he-'í ra'e?	What did he say?
	B.	He-'í kurì òi-ko há Paraguái-pe.	He said he lives in Paraguay.
	A.	Ha xé-ve he-'í kurì òi-ko há Brasil-pe.	And he told me he lives in Brazil.

II.	A.	Ikatú^pa a-ñe'ẽ inglés clase-pe?	May I speak English in class?
	B.	Nahãniri. Re-ñe'ẽ̀ va.ẽra guaranĩ clase-pe.	No. You should speak Guarani in class.
	A.	Ha ikatú^pa a-ñe'ẽ karaĩ-ñe'ẽ?	And may I speak in Spanish?
	B.	Re-ñe'ẽ̀-kuaá^pa karaĩ-ñe'ẽ?	Do you know how to speak Spanish?
	A.	A-ñe'ẽ̀-kuaá , pero mixi mĩ-nte.	I do, but only a little.
	B.	Pero xé ai-potá re-ñe'ẽ guaranĩ-me -nte.	But I want you to speak only in Guarani.
	A.	Oĩ̂ porã. Ha mba'é^pa rei-potá aj-apó ko'ãga?	Fine. And what do you want me to do now?
	B.	Mba'é^pa rej-àpo-sé?	What do you want to do?
	A.	A-stùdia-sé guaranĩ.	I want to study Guarani.
	B.	E-studiá py.	Go ahead and study.
III.	A.	Er-e mĩ oré-ve moõ^pa rei-kő?	Tell us where you live.
	B.	Xé ai-kő Paraguái-pe. Xé ai-potá pej-é xé-ve aveí moõ^pa pei-kő.	I live in Paraguay. I also want you-all to tell me where you live.
	A.	Rei-potá ro'é ndé-ve moõ^pa roi-kő?	You want us to tell you where we live?
	B.	Hẽe.	Yes.
	A.	Ro'è va.ẽra^pa ndé-ve inglés-pe tẽra guaranĩ-me?	Should we tell you in English or Guarani?
	B.	Guaranĩ-me.	In Guarani.
IV.	A.	Ko'ẽro a-me'ẽ ta peteĩ examen.	Tomorrow I'll take an exam.
	B.	Profesor Davis-ndi jague-reko ta peteĩ examen ko'ẽro aveí.	We have an exam with Prof. Davis tomorrow too.
	C.	Mba'é ixa^pa re-sẽ ra.è la nde-examen-pe ?	How did you come out in your exam ?

Survival Language

Cycle 1

model

A.	Mba'é^pa he-'i-sé upéva?	What does that mean? (Qué quiere decir eso?)
B.	He-'i-sé...	It means... (Quiere decir...)

model

A.	Mba'é^pa he-'i-sé 'juký'?	What does juký mean?
B.	'Juký' he-'i-sé salt inglés-pe.	Juký means 'salt' in English.

Practice

1. Mba'é^pa he-'i-sé 'cuaderno'?
   (vorrador, pisarron, silla, mesá, etc.)
2. E-porandú xé-ve mba'é^pa he-'i-sé 'kuatiá'.
   (po, py, juru, tĩ, akã, etc.)

Cycle 2

model

A.	Mba'é^pa a-porandú ra.e xu-pé?	What did I ask him?
B.	Re-porandú kurì moõ^pa o-mba.apó.	You asked where he works.

model

A.	Mba'é^pa a-porandú ra.è xu-pé?	What did I ask him?
B.	Re-porandú kurì moõ^pa o-mba.apó.	You asked where he works.

model

A.	Ha mba'é^pa he-'í ra.è?	And what did he say?
B.	Ha he-'í kurì o-mbà.apo há Atlanta-pe.	He said that he words in Atlanta.

TO THE STUDENT: Notice that a question introduced with ha 'and' is followed by a reply which, strange as it may seem, is also introduced with ha. Notice also that há after the verb is the equivalent of the subordinating conjunction 'that' in English.

dialog

Instructor:	Èr-e mĩ xé-ve, José, moõ^pa re-mba.apó.
José:	A-mba.apó Atlanta-pe.
Instr.:	(T̂éra), mba'é^pa a-porandú ra.è xu-pé?
Student:	Re-porandú kurì moõ^pa o-mba.apó.
Instr.:	Ha mba'é^pa he-'í ra.è?
Student:	Ha he-'í kurì o-mbà.apo há Atlanta-pe.

Cycle 3

model

Ja-'é Carlos o-mbà.apo há hĩna Rusia-pe.	Let's say that Carlos is working in Russia.
Ña-moĩ María o-stùdia há hĩna inglés.	Let's put it (suppose) that Maria is studying English.

TO THE STUDENT: *Ja-'é* 'let's say' and *ña-moĩ* 'let's suppose' are both transitive verbs that take a clause as their object. The verb of that clause must be followed by *há* 'that'. Both expressions, *ja-'é* and *ña-moĩ* will be used in setting up hypothetical situations, usually in the *Use Phase* part entitled -For Example-.

listening for comprehension

Ña-moĩ xé xe-ṙèra há Hubert Humphrey ha ndé nde-ṙẽra hã́ Richard Nixon, and Carlos ḣèra há George Wallace.

Rei-kuàa-sé^pa mba'é^pa he-'i-sé ko'ãva?

A-gradecé ndé-ve ____________________

Nda^i-po^ri mba'é re^pa ____________________

Mba'é ixa^pa nḍe-ko'ẽ ____________________

I-porã itereí ____________________

Rei-kuàa-sé^pa mba'é ixa^pa o-je-'é ko'ãva guaranĩ-me?

démelo ____________________

pídalo a él ____________________

pídale un lapiz ____________________

tráigamelo ____________________

llẽveselo a Juan ____________________

Review of Survival Phrases

Nḍ^a-ntendé^i	I don't understand
Nḍa^xe-mandu'á^i	I don't remember
Nd^ai-kuaá^i	I don't know
Ja-há ja-karú	Let's go eat
Xe^gustà itereí	I like it a lot
He té la tembi'ú	The food is very good.

Unit Six

CONTENTS

grammar points

1. Possession
   a. possessor before possessed
   b. hyphen to join the two

2. Third Person Possession (singular and plural)
   i-, hi-, ij-, h́

3. RH FACTOR
   unpossessed : t - initial
   third person pronoun : h - initial
   all other : r - initial

4. Demonstrative Particles
   la, ko, pe, amõ, upe, aipó

5. Demonstratives as nominals or noun substitutes
   with the addition of va.

6. va - 'that which'

7. vé - 'more'

8. ramo, rõ̀ - the conditional 'if'

9. Nasalization
   a. n, m as nasal sources
   b. nasal barriers

10. -pá (suffix)
    a. in intransitive verbs it means 'all'.
    b. in transitive expressions it means totality ('all', 'everything')

11. a. mboyvé - 'before'
    b. rire - 'after'
    c. ajá - 'while; as'

12. -ju - conjugation of 'come'

13. -hó - conjugation of 'go'
    a. 2 stem alternates: hó and há

14. Adjectives
    a. attributive adjectives follow noun
    b. no linking verb
    c. predicate adjectives conjugated with person prefixes

15. The Negative Frame - nda^...^i (iri; ri)
    a. with nominal predicates
    b. with Quality Verbs.

vocabulary

NOUNS
akã rasý
akytã
áma
amigo
ãnga
aó
apellido
áva
avatí
avión
avuelo
carnicería
carta
catera
clip
collar
communista
cuadra
estúfa
fevrero
general
guerra
hermano
(h)ígado
inimbó
itá
jaguareté
jasý
jetapá
jú
keraná
kotý
kuarahý
kuñá
kuñataĩ
kuré
lapiséra
lús
mbaraká
mbói
mitã
mita'í
mitã̀ karia'ý
mita-kuña'í
música
ñandutí
naranja
oficina
(h)óra
oro
pan
panadería
primo
regalo
regla
reló
río
semana
sobrino
socio
sombrero
sý
ṫajýra
tapỹi
táva
ṫa'ýra
ṫembi-apó
ṫetã
tiá
tienda
tínta
tió
toro
ṫová
ṫúva
valija
vaño
villetera
votõ
ýva
yvotý
yvý

VERBS
condená
ganá
guahẽ
guapý
guerú
gueruká
heká
ḣendyva'ó
ḣesarái
jahú
japú
jejuruhéi
jeré
joguá
juhú
Jù jevý
kerambú
malisá
mañá
mandu'á
manó
mombó
mbosako'í
mbotý
mondé
ñeñó

pagá
páy
pu'ã
ṙesarái
sẽ
servi
tanteá
topá
valé
vostesá

MODIFIERS

arandú
arhel
asú
ate'ỹ
casi
derecha
derecho
ḣasý
ḣepy
ḣera va
jukýkane'õ
kangý
ky'á
mbareté
mboriahú
mbyký
mitã
ñañá
ñarõ
ñembyahýi
norte
platà hetá
pohýi
po'í
pyahú
ṙasý
ṙopehýi
sur
tavý
tujá

INTERROGATIVES

mãva-mãva-pe^pa ?
mãva-pe^pa ?
mba'è mba'é ?

POST-POSITIONS

ári
goto
guý-pe
re
ṙovái
rupi

MISCELLANEOUS

ahãniri
dies
katu
mba'è-vé
neĩ
opava-vé
na
re'ĩna

Unit Six

PREPARATION STAGE

Program

(xé; my)

1. Tió means 'uncle'. The combination Xe-tió means 'my uncle'. Tiá means 'aunt'. How would you say 'My aunt' ?	Xe-tiá
2. Possession is expressed by putting the possessor before what is possessed. Hermano means 'brother'. So 'brother's car' would be hermano-coche; 'my brother' would be __-_______. Notice that the POSSESSIVE PRONOUN is not stressed and is joined by a hyphen to the noun stem.	xe-hermano
3. Write and pronounce the following in Guarani:	
a. My brother	xe-hermano
b. My aunt	xe-tiá
c. My uncle	xe-tió
d. My book	xe-livro
e. My pencil	xe-lapis
f. My brother's pencil	xe-hermano-lapis
g. My uncle's book	xe-tiò-livro

(ndé; your)

4. Nde-tió means 'your uncle'. Ore-tió means 'our uncle'. How would you say 'our (incl.) uncle' ?	ñande-tió
5. Write and pronounce the following in Guarani:	
a. Our uncle	ore-tió
b. Our (incl.) uncle	ñande-tió
c. Your book	nde-livro
d. Your pencil	nde-lapis
e. Your uncle's pencil	nde-tiò-lapis
f. Our uncle's book	ore-tiò-livro

6. 'You-all' is peẽ, but 'your (pl.) uncle' is pende-tió. The possessive form for peẽ is pende. How would you say 'your (pl.) book' ?

pende-livro

(i-, hi-, ij- [iñ], ḣ, his, her, their)

7. In English we say A boy, but AN apple, THY face, but THINE eyes. A and an are two forms of the same word; thy and thine are also two forms of one word. In both cases one form is used before a consonant, the other before a vowel.

8. The third person possessive pronoun in Guarani has different forms, depending on what follows it. Observe the following and try to figure out for yourself when the different forms are selected.

a.	i-tapỹi	his rancho	
	i-po	his hand	
b.	hi-ára	his day	
	hi-ý̃	his water	
c.	ij-aó	his clothes	
	iñ-akã	his head	
d.	ḣesá	his eye	(ṫesá - eye)
	ḣéra	his name	(ṫéra - name)
	ḣetã	his country	(ṫetã - country)
	ḣóga	his house	(˙óga - house)
	ḣo'o	his flesh	(so'ó - meat)

9. Except for cases like group d, the third person possessive form is i- before a consonant. 'His book' is i-livro. How would you say

a.	his pencil	i-lapis
b.	their notebook	i-cuaderno
c.	her table	i-mesá
d.	his chair	i-silla

10. Except for rare cases like ˙óga in group d, the the third person possessive form is hi- before a stressed vowel. 'His gold' is hi-óro. Give the third person possessive form of the following words:

(h)ora	'hour'	hi-óra
áva	'hair'	hi-áva
ãnga	'soul'	hi-ănga
ýva	'blade-handle'	hi-ŷva
áma	'dueña, ama'	hi-áma
(h)ígado	'liver'	hi-ígado

11. Except for cases like group d, the third person possessive form is ij- (or iñ- by the rule that j always becomes ñ in a nasal span) before an unstressed vowel. 'His neck' is ij-ajúra; 'his head' is iñ-akã. Give the third person possessive form of the following words:

avatí	'corn'	ij-avatí
apysá	'oido'	ij-apysá
aó	'clothes'	ij-aó
itá	'rock'	ij-itá
yvoty	'flower'	ij-yvoty
akytã	'chunk'	iñ-akytã
amigo		iñ-amigo
hermano		iñ-hermano

(RH factor)

12. Group d contains examples of words which have a peculiarity in their possessive form. Observe the following examples and try to figure out for yourself when the different forms are selected.

ṫéra	'name'	ṫesá	'eye'
xe-ṙéra	'my name'	xe-ṙesá	'my eye'
ḣéra	'his name'	ḣesá	'his eye'
ṫetã	'country'	•óga	'house'
Jose-ṙetã	'Jose's country'	ore-ṙóga	'our house'
ḣetã	'his country'	ḣóga	'his house'
ṫová	'face'	•so'ó	'meat'
nde-ṙová	'your face'	xe-ṙo'ó	'my flesh'
ḣová	'his face'	ḣo'ó	'his flesh'

13. There is a high number of words in this group. Except for four or five words like ˙óga and ˙so'ó, all these words begin in a t-sound in their unpossessed or citation form. How would you say 'name'

ṫéra

14. These words have two possessive forms, one in which the initial sound is r and one in which the initial sound is __.

h

15. The third person possessive form has an initial h. How would you say 'his name' ?

ḣéra

16. All other possessive forms of these words have an initial r. How would you say

'my name'	xe-ṙéra
'your name'	nde-ṙéra

17. Notice that all possessive pronoun prefixes except the third person go with the r-initial form.

xe-ṙéra
nde-ṙéra
ore-ṙéra
ñande-ṙéra
pende-ṙéra

18. Notice also that nouns as possessors precede the r-initial form.

pe karaì-ṙéra	that man's name
jasỳ-ṙová	the moon's face
Carlos-ṙetã	Carlos' country

19. Translate orally as rapidly as possible: (ṫembi-'ú - food)

my food	xe-ṙembi-'ú
your food	nde-ṙembi-'ú
your(pl.) food	pende-ṙembi-'ú
our(incl.) food	ñande-ṙembi-'ú
our food	ore-ṙembi-'ú
his food	ḣembi-'ú
food	ṫembi-'ú

20. There are some words which begin in a t-sound in citation form, but which do not change the initial to *r* and *h* when possessed. There are other words which begin in an r-sound in possessed form, but which never change the r. And there are some words which begin in an h-sound in possessed form, but which never change. It is therefore impossible to tell from the initial *sound* of a word in citation or one of the possessed forms whether the word belongs to the class of words which changes the initial to *r* or *h* when possessed. For this reason we have marked with the sign ̇_ those words which are characterized by the change of the initial.

21. Traditionally, these initial-changing words are called *oscillating* words. We will refer to them as RH-words or words having the *RH factor*.

22. The following are a few *t*-initial words which do *not* have the RH factor. Give the third person possessive form of each.

tió	uncle	i-tió
tĩ	nose	i-tĩ
táva	town	i-táva
tupaó	church	i-tupaó

23. Three common RH-words are irregular.

tũva	father
xe-ṙu	my father
i-tũva	his father
ta'ýra	son
xe-ṙa'ý	my son
i-ta'ýra	his son
tajýra	daughter
xe-ṙajý	my daughter
i-tajýra	his daughter

(Demonstrative Particles la, ko, pe, amõ, upe, aipó)

24. The article la, borrowed from Spanish, is optionally used with nouns and noun phrases in Guarani. (Note that only la is used, never el.) 'The book' could be either livro or la livro. 'My book' could be either xe-livro or la xe-livro. (Similarly in English we could say 'my book' or 'the book of mine'.) Use la in the following:

a. my uncle	la xe-tió
b. your uncle	la nde-tió
c. my friend	la xe-amígo
d. our friend	la ore-amígo
e. his friend	la iñ-amigo

25. Ko livro means 'this book'. How would you say 'this pencil' ?	ko lapis
'This pencil of mine' would be ko xe-lapis. How would you say 'this book of yours' ?	ko nde-livro

26. Pe livro means 'that (ese) book'. How would you say 'that pencil' ?	pe lapis
How would you say 'that pencil of hers' ?	pe i-lapis

27. Amõ livro means 'that (aquel) book'. How would you say 'that pencil yonder' ?	amõ lapis
How would you say 'that pencil of mine' ?	amõ xe-lapis

Write and pronounce the following in Guarani:

a. this book	ko livro
b. that (ese) book	pe livro
c. that (aquel) friend of his	amõ iñ-amigo
d. this car of ours	ko ore-coche
e. this pencil of yours (pl.)	ko pende-lapis

28. Pe-livro is the equivalent of 'ese libro' in those cases where the book referred to is in sight. Upe-livro is the equivalent of 'ese libro' in certain cases where the book referred to is out of sight but in the situation context.

29. *Aipó livro* is not to *amo livro* exactly as *pe livro* is to *upe livro*. *Aipó livro* refers to a book which not only is not in sight, but also is not familiar, perhaps just heard of. One might refer to the Koran as *aipó livro*, by which one would imply he had heard of it, but was not really familiar with it. *Aipó Nueva York* might be used in a similar sense: 'That New York City I've heard of'.

(The Demonstratives as nominals or noun substitutes)

30. *Ai-potá ko livro* means 'quiero este libro', *ai-potá kóva* means 'quiero éste' - 'I want this [one]'.

31. Similarly, *ko livro xe-mba'é* means 'éste libro es mio', *kóva xe-mba'é* means 'éste es mio' - 'this [one] is mine'.

32. With the addition of *va* to any of the demonstrative particles, they become nominals or noun substitutes and can function as subjects, objects, etc. like any nouns.

péva ḣera itá	that is called itá
upéva he-'i-sé 'rock'	that means 'rock'
ai-kotevẽ amõva	I need that one

(va   that which)

33. *Ai-potá* means 'I want'. *La ai-potá va* means 'the one I want' or 'What I want'. How would you say 'That is the one I want' ? *Péva* __ ________ __.

la ai-potá va.

(vé   more)

34. *Xé a-studiá ta* means 'I will study'. *Xé a-stùdia vé ta* means 'I will study more'. 'More' is expressed by *vé* after the verb. Note that *vé* takes the primary accent. How would you say 'I will speak more' ? *Xé a-ñẽ'e* __ *ta*.

vé

35. Write and pronounce the following in Guarani:	
a. He will study more.	Ha'é o-stùdia vé ta.
b. We will study more.	Oré ro-stùdia vé ta.
c. I will read more.	Xé a-lèe vé ta.
d. I will do more.	Xé aj-àpo vé ta.
(ramo; rõ̀ conditional *if*)	
36. *Xé a-studiá* means 'I study'. *Xé a-studiá ramo* means 'If I study...' The conditional 'if' is expressed by *ramo*. (Often abbreviated to *rõ̀*) How would you say 'If I talk...'?	Xé a-ñe'ẽ ramo...
37. Write and pronounce the following in Guarani:	
a. If you talk, I will talk.	Ndé re-ñe'ẽ ramo, xé a-ñe'ẽ ta.
b. If I talk you will talk.	Xé a-ñe'ẽ ramo, ndé re-ñe'ẽ ta.
38. Write and pronounce the following in Guarani, using *rõ̀*:	
a. If I write this, he will read it.	Xé a-scriví rõ̀ kóva, ha'é o-leé ta.
b. If he says it, I will listen.	Ha'é he-'ĩ rõ̀, xé a-hendú ta.
c. If I study more, I will learn more.	Xé a-stùdia vé rõ̀, a-prènde vé ta.
(Nasalization)	
39. One of the characteristic features of Guarani is *nasalization*. During some stretches of speech the passageway into the nasal cavity is *open* in varying degrees, allowing the voice to resonate in the nasal as well as in the oral chamber. The result of this dual-chamber resonance is what we call nasal resonance or ________________.	nasalization

40. Notice how nasalization affects stretches of speech longer than a word:

porã

o-ñe'ẽ̀ porã

o-ñe'ẽ̀ porã guaranĩ

mamã o-ñe'ẽ̀ porã guaranĩ

In each of these stretches of speech, nasalization extends from one end to the other.

Now observe that other stretches of speech contain no nasalized part; the passage way into the nasal resonance chamber is shut so that no nasal resonance is heard.

aveí

rúso aveí

o-leé rúso aveí

ha'é o-leé rúso aveí

Each of these stretches of speech is characterized by the (presence/absence) of nasalization.

absence

41. Some stretches of speech contain parts which are nasalized and other parts which are not. The nasal resonance chamber is 'turned on', in varying degrees, at select moments and 'turned off' at other moments. Given a recorded stretch of speech which contains both nasalized and non-nasalized (or oral) segments, it is usually easy to perceive the points where nasalization is 'turned on full'. It is wherever there is an occurence of a stressed nasalized vowel or a nasal consonant (n or m).

42. Note that *ñ* and *g̃* are not classed as nasal consonants. Rather *ñ* and *g̃* are the alternates of *l* and *g* when these occur within a nasal domain. What are the two nasal consonants?	*n* and *m*
43. We will call these points where nasalization is 'turned on full' CENTERS of SOURCES OF NASALIZATION. At what two points can there be sources of nasalization?	stressed nasalized vowel or nasal consonant.
44. If you listen carefully to stretches of speech wich contain sources of nasalization you will preceive that, with certain exceptions, *unstressed* syllables have nasal resonance *if they are adjacent to a stressed or another unstressed nasalized syllable*, and that the closer an unstressed syllable is to a source of nasalization, the stronger is its nasal resonance.	
45. Take a sequence of five syllables: syl syl syl syl syl. If the third syllable in this sequence of five syllables contains a source of nasalization, it *could be* (see 47 following page) that the other four syllables have nasal resonance. If they do, then the two syllables closest to the source will have it stronger than the ones farther removed from the source. In other words, the *domain of nasalization* extends from a nasal source to the left and to the right with gradually diminishing strength. What happens is that native speakers, anticipating a center of nasalization, begin to open the passageway to the nasal chamber in degrees as they near the center (at which point the passageway is wide open) and following the center they shut the passageway also by degrees.	

46. Nasal resonance which anticipates a coming center of nasalization we will call anticipatory nasalization. Nasal resonance which follows after a center of nasalization we will call reminiscent nasalization. Reading from left to right, reminiscent nasalization extends from the center to the (left/right) ?	right
47. In 45. we considered a sequence of five syllables in which the middle syllable contained a source of nasalization. It was stated that in such a case it could be that the syllables adjacent to the source of nasalization have nasal resonance. It was shown that nasalization is anticipated in syllables before the center and reflected beyond the center. Now it must be stated that anticipated and reminiscent nasalization always occurs, unless blocked by a nasalization barrier.	
48. The three consonants b, d and g form a barrier to reminiscent nasalization.	
49. 'We want to study' is ja-stùdia-sé. 'We want to listen' is ña-hèndu-sé. Remember that ñ cannot be a nasal source, but rather a nasalized j, or a j within a domain of nasalization. What is the source of nasalization in ña-hèndu-sé ?	hen
50. Since d is a barrier to nasalization to the right of a nasal center, and since in ña-hèndu-sé d occurs to the right of the nasal source n, therefore the u (is/is not) nasalized.	is not
51. The vowels in mba.apó are not nasalized, because the nasalization domain cannot extend through the consonant __.	b

(Redundant Plurals)

52. In English, nouns are pluralized even in plural contexts. For example, we say 'two books'. Of course 'two' already denotes plurality; therefore, the plural marker 's' in 'books' is redundant - it is required, to be sure - but nevertheless redundant.

53. In Guarani we can say mokõi lɨvro; we don't have to say mokõi lìvro-kuéra. The redundant use of the plural marker kuéra is not obligatory as in English.

54. Observe the following:

a.	Ja-há ! Ja-ha-pá !	Let's go ! Let's all go !
b.	Ta-pe-hó ! Ta-pe-ho-pá !	Go ! All of you go !
c.	O-hó kurì O-ho-pá kurì	He went They all went
d.	O-karú ta O-kàru-pá ta	He will eat They will all eat

55. The verbs in the above expressions are intransitive; they do not take an object. The suffix -pá in these intransitive verb expressions means 'all'.

56. Observe the following:

a.	A-hèxa-pá ma.	I've seen everything.
b.	A-hèndu-pá la er-é'va.	I hear everything you say. (I hear completely what you say)
c.	Pe'u-pá na la ṫembi-'ú.	Please eat all the food. (Eat it completely)
d.	Pej-àpo-pá na la pende-ṙembi-apó.	Please do your work completely. (Please finish your work.)

57. The verbs in the preceding expressions are transitive; they take or imply an object. The suffix -pá in these transitive verb expressions implies totality ('all','everything') or completeness, exhaustiveness. Notice that aj-apo-pá (do all or complete doing) is usually translatable by 'finish'.

58. Do not confuse the suffix of totality -pá with the question marker enclitic pa. Both can occur together:

a. Rej-àpo-pá^pa ra.è ?	Did you finish it ?
b. Rej-àpo-pá ta^pa ?	Will you finish it ?

59. Observe the order of elements and the shifting of stress:

a. Rej-àpo-pá ta^pa ?	Will you finish it ?
b. Rej-apò-pa-sé^pa ?	Do you want to finish it ?
c. Rej-apò-pa-sé ta^pa ?	Will you want to finish it ?
d. Rej-apò-pa-sé ta ma^pa ?	Will you want to finish it now?
e. Rej-apò-pa-se mĩ ta ma^pa ?	Would you like to finish it now?

(mboyvé 'before'; riré 'after'; ajá 'while, as')

60. Mboyvé - 'before' - antes que, antes de.
Riré - 'after' - despues que, despues de.
Ajá - 'while, as' - mientras, todo el tiempo que.

a. Ja-jerokỹ va.erã ja-karṹ mboyvé.	We must dance before we eat.
b. Ja-purahéi ta ja-karũ riré.	We will sing after we eat.
c. A-studiá kurĩ hĩna guaranĩ a-karú ajá.	I was studying Guarani as I ate.

61. In English the adverbial conjunctions before, after, while, and others occur at the beginning of a clause:

a. Before we eat ...

b. After I die ...

c. While you study ...

62. The Guarani equivalents of these adverbial conjunctions occur after the verb.

a. Ja-karú mboyvé.

b. A-manó riré.

c. Re-studiá ajá.

(conjugation of -jú 'come')

63.

aj-ú	roj-ú jaj-ú
rej-ú	pej-ú
o-ú	

64. The verb -jú is a J-verb except in __________ person. Ha'é o-ú hīna means 'He is _______.	third coming
65. 'I came' would be ___________.	aj-ú kurì
66. The imperative form ej-ú (is/is not) regular ?	is

(conjugation of -hó 'go')

67.

a-há	ro-hó ja-há
re-hó (imp'v) te-re-hó	pe-hó ta-pe-hó
o-hó	

68. The verb -hő is irregular in that it has two stem alternates, -hő and ____.	há
69. The alternate -há occurs only when the pronoun prefix contains the vowel _____.	a
70. 'I go' is _______.	a-há
71. 'Let's go' is _______.	ja-há
72. 'He goes' is _______.	o-hő
73. If -hő had regular 2nd person imperative forms, these would be e-hő and _______.	pe-hő
74. Neither of these is in use however; the verb -hő is (regular/irregular) in the imperative mode.	irregular.
75. The singular imperative of -hő which corresponds to Spanish 'vête' is ______________.	te-re-hő
76. The plural impera[illegible] which corresponds to Spanish 'vayanse' is ______________.	ta-pe-hő

(Adjectives)

77. A large number of words like porã, 'pretty'; vaí, 'ugly'; pyahű, 'new'; tujá, 'old; like their English counterparts serve as adjectives and modify nouns.

78. Observe the position of adjectives in respect to the nouns they modify.

kuñataĩ porã	a pretty girl
kurè vaí	an ugly pig
õga pyahű	a new house
lĩvro tujá	on old book

79. English and Spanish use a linking verb to connect a subject with a predicate adjective.

Jane is pretty.

I am old.

El es rico.

José está enfermo.

80. Guarani does not use a linking verb to connect a subject with a predicate adjective. Instead the adjective is simply conjugated as a special class of verbs.

(Xé) xe-tujá	I am old.
(Ndé) nde-tavý	You are stupid.
Julia o-porã	Julia is pretty (or good)
(Oré) ore-mboriahú	We are poor.
(Peẽ) penḍe-ñañá.	You are naughty.

81. All words which are conjugated in this way, with the person prefixes xe-, nde-, ore-, ñandé, pende-, i- (or the variants of these), are members of a conjugation class which we will call QUALITY VERBS.

82. How would you say the following:

(tujá--old)	you are old.	Ndé nde-tujá.
(mitã--young)	I am young.	Xé xe-mitã.
(vaí--ugly)	His sister is ugly.	Iñ-hermana i-vaí.
(kane'õ--tired)	We are tired.	Oré ore-kane'õ.
(mbareté--strong)	You (pl) are strong.	Peẽ penḍe-mbareté.

83. The independent subject pronoun is optional. Either Xé xe-tujá or Xe-tujá could be translated 'I am old'.

84. Leaving out the independent pronoun, how would you say:

(kang̃ý--weak)	I am weak	Xe-kang̃ý
(jukŷ--pleasant)	You are pleasant	Nde-jukŷ
(arhel--unpleasant)	He is unpleasant	Iⱼ-arhel
(platà-hetá--rich)	He is rich	I-platà-hetá
(ate'ỹ--lazy)	He is lazy	Iǹ-ate'ỳ
(arandú--smart)	He is smart	Iǹ-arandú

(Nda^...^i The Negative Frame with nominal predicates)

85. Contrast:

1. a. Xé (It's) me
   b. Nda^xé^i (It's) not me

2. a. Ha'é (It's) him
   b. Nda^ha'é^i (It's) not him

3. a. Ndé (It's) you
   b. Nḍa^ndé^i (It's) not you

4. a. María (It's) Maria
   b. Nḍa^María^i (It's) not Maria

86. Form the negative.

Juanita	nda^Juanita^i
cavajú	nda^cavajú^i
vacá	nda^vacá^i
penḍe-mba'é	nḍa^penḍe-mba'é^i

87. The two elements nda^ and ^i make up the NEGATIVE FRAME. Nda, the element which precedes the predicate is called proclitic and i, ri or iri, the element which follows the predicate is called an enclitic. A proclitic is a phrase prefix and an enclitic is a phrase suffix.

(The negative frame with Quality Verbs)

88. Contrast:

1. a. Xe-japú hĩna	I'm kidding (lying)
b. Nḍa^xe-japú^i	I'm not kidding (lying)
2. a. h̃asy-eté	it's very difficult
b. Nda^h̃asy-eté^i	it's not too difficult
3. a. Xe-ko'ẽ porã	I'm fine this morning
b. Nḍa^xe-ko'ẽ porã^i	I'm not happy this morning

89. The negative frame is used with Quality Verb predicates as with nominal predicates. How would you negate the following:

i-porã	nḍa^i-porã^i
i-ky'ã́ (it's dirty)	nda^i-ky'ã́^i
i-mbareté (he's strong)	nḍa^i-mbareté^i
xe-ṙasý (I'm sick)	nda^xe-ṙasý^i
nḍe-mandu'ã́	nḍa^nḍe-mandu'ã́^i

90. Quality Verbs or nominals which have stress on the final vowel, optionally take the enclitic *^iri* instead of just *^i*.

nda^xe-japú^*iri* or: nda^xe-japú^*i*

91. If the nominal ends in the sound i, the enclitic is usually *^ri*,

ḣesarái	he forgets
nda^ḣ̃esarái^ri	he doesn't forget
i-vaí	it's ugly
nda^i-vaí^ri	it's not ugly

How would you negate the following:

i-po'í	it is narrow	nda^i-po'í^ri
xe-pohýi	I'm heavy	nda^xe-pohýi^ri
nḍe-ñembyahýi	you're hungry	nḍa^nḍe-ñembyahýi^ri

Summary

POSSESSION:

POSSESSION is expressed by putting the possessor before what is possessed. A hyphen joins the possessing and possessed elements.

Xe-tió	My uncle
Nḍe-amigo	Your friend
Ore-amigo-tió	Our friend's uncle
Ñanḍe-amigo-tiò-livro	Our (incl.) friend's uncle's book
Pende-livro	Your (pl.) book

THIRD PERSON POSSESSION (singular and plural)
(i-, hi-, ij- [iñ-], ḣ)

i-	before words beginning with a consonant
hi-	before a stressed vowel
ij-	(iñ-) before an unstressed vowel
ḣ	initial ḣ of RH word

I-cuaderno	Their notebook
Hi-ára	His day
Ij-aó	Her clothes
Iñ-akã	His head
Ḣéra	His name

RH FACTOR

In unpossessed or citation form these words begin with t (some exceptions like ʼóga are unpossessed without the t); third person possessive has initial h; all other possessive forms have initial r.

Ṫesá	Eye
Ḣesá	His eye
Nde-ṙesá	Your eye

DEMONSTRATIVE PARTICLES: la, ko, pe, amõ, upe, aipó

La xe-tió	My uncle (the uncle of mine)
Ko lápis	This pencil
Pe livro	That (ese) book
Amõ coche	That (aquel) car
Upe livro	That (ese - but out of sight) book
Aipó carro	That (out of sight and unfamiliar) cart

DEMONSTRATIVES AS NOMINALS OR NOUN SUBSTITUTES
with the addition of va.

Ai-potá kóva.	I want this one.
Péva xe-mba'é.	That one is mine.

VA   'that which'

Péva la ai-potá va.	That is the one I want.

VÉ   'more'

Xé a-hèndu vé ta.	I will listen more.
Ha'é oj-àpo vé ta.	He will do more.

RAMO, RÕ̀   the conditional 'if'
expressed with ramo (or: rõ̀ for short) after the verb

Xé a-studiá.	I study.
Xé a-studiá ramo ...	If I study ...
Xé a-stûdia vé rõ̀, ikatú ta a-ñe'ẽ guaranĩ.	If I study more, I'll be to talk Guarani.

NASALIZATION:

1. Some stretches of speech are produced with the nasal passage *open* so the voice-sound resonates through the nose.

hũ	tĩ
akã	potĩ
pytyvõ	morotĩ
nañakirirĩ̀mo'ã́ima	

   These stretches of one to several syllables are nasalized throughout. The stretch of nasalization is called a *nasal span* (or *domain of nasalization*).

2. Some stretches of speech are produced with the nasal passage *closed* so the voice-sound resonates only in the mouth. These are called *oral spans*.

3. A nasal span must have a *source* or *center of nasalization*. This may be either:

   a. a stressed nasalized vowel (as in por*ã*)

   or

   b. a nasal consonant: *n* or *m*, (but never *ñ* or *g̃*).

4. A nasal span reaches left and right from the source to a *barrier* which shuts off the nasalization.

5. There are two primary barriers:

   a. a stressed *oral* vowel.

   b. the second consonant in the consonant clusters *mb*, *nd*, *ng*, bars nasalization from passing *to the right only*.

6. The following sounds are affected within a nasal span:

   a. neighboring vowels are nasalized

   b. voiced consonants are nasalized

   b m   g g̃
               r r̃
   d n   j ñ

n, m AS NASAL SOURCES:

n and m are also sources of nasalization

Ña-hendũ !	Let's listen !
Nḍe-amigo.	Your friend.

NASAL BARRIERS:

Nasalization is stopped in its movement to the RIGHT by b, d or g.

A-hendũ	a-mba.apó	inglés

Nasalization is stopped in its movement to the RIGHT or LEFT by any stressed oral vowel, á, é etc.

Oré ro-ñẽ'e á-pe

-PÁ

1. 'all'. The suffix -pá in intransitive verbs means 'all'.
2. 'all', 'everything'. In transitive expressions -pá means totality.

Ja-ha-pá !	Let's all go !
O-kàru-pá ta.	They will all eat.
A-hèxa-pá ma.	I've seen everything.
A-hèndu-pá la er-é va.	I hear everything you say.

MBOYVÉ, RIRÉ, AJÁ

mboyvé	'before'	(antes que, antes de)
riré	'after'	(despues que, despues de)
ajá	'while', 'as'	(mientras, todo el tiempo que)

Ja-jerokỹ va.erã ja-karũ mboyvé.	We must dance before we eat.
Ja-purahéi ta ja-karũ riré.	We will sing after we eat.
A-studiá kurĩ hĩna guaranĩ a-karũ ajá.	I was studying Guarani as I ate.

-JÚ

conjugation of 'come'
-jú is J-VERB except for third person

Aj-ú	I come
Rej-ú	You come
Roj-ú	We (excl.) come
Jaj-ú	We (incl.) come
Pej-ú	You (pl.) come
O-ú	He, she, they come

-HÓ

conjugation of 'go'
is irregular: has two stem alternates, -hó and -há; the alternate -há occurs only when pronoun prefix contains the vowel a.

A-há	I go
Re-hó	You go
Ro-hó	We (excl.) go
Ja-há	We (incl.) go
Pe-hó	You (pl.) go
O-hó	He, she, they go
Te-re-hó	Imperative singular
Ta-pe-hó	Imperative plural

ADJECTIVES

Attributive adjectives always follow the noun.

Tatá pytã	A red fire
Pelota tuvixá	A big ball
Tísa morotĩ	White chalk

Guarani has no linking verb.
Predicate adjectives are 'conjugated' like possessed nouns, i.e. with person prefixes.

(Xé)	xe-tujá	I am old
(Ndé)	nde-tavý	You are stupid
Julia	i-porã	Julia is pretty (or good)
(Oré)	ore-mboriahú	We are poor
(Peẽ)	pende-ñañá	You are naughty

NDA^...^I

The proclitic *nda* and the enclitic *i*, *ri* or *iri* together make up the negative frame.

i	generally, but
iri	after stress on final vowel
ri	after final *i*

nḍa^penḍe-mba'é^i	not your thing
nda^ḣasý^i	he's not sick
nda^xe-japú^iri	I'm not kidding
nda^i-ñembyahýi^ri hikuái	they are not hungry

Written Exercises

1. TRANSLATE the following into Guarani without using la:

   a. My uncle
   b. My brother
   c. My brother's book
   d. His well
   e. His friend
   f. His brother
   g. Our books
   h. Our (incl.) pencils
   i. Your friend
   j. Your (pl.) friend
   k. Our (incl.) uncle's friend's book
   l. Their friend's well

2. TRANSLATE the following into Guarani using la:

   a. My brother
   b. His brother
   c. Your brother
   d. Your brother's friend
   e. Our friend
   f. Your uncle
   g. Your (pl.) books
   h. Their books

3. TRANSLATE the following into Guarani:

   a. This book
   b. That book
   c. I want this book.
   d. I want that book.
   e. I want this (one).
   f. This (one) is the one I want.
   g. Do you want that one ?
   h. Is that the one you want ?
   i. Guarani is what we are studying.
   j. Carlos is the one talking.

4. TRANSLATE the following into Guarani:

   a. I will study more.
   b. I want to study more.
   c. He will write more.
   d. We will talk more.

5. Connect the following pairs of sentences with 'if' and translate.
   Example: a. O-studiá b. O-aprendé ta.
   O-studiá ramo, o-aprendé ta.
   'If he studies, he will learn.'

   a. O-stùdia vé. b. O-aprendẽ porã ta.
   a. Xé a-stùdia vé guaranĩ. b. Ikatú a-ñe'ẽ.
   a. O-scriví xé-ve. b. A-leé ta la o-scriví va.
   a. Re-studiá guaranĩ. b. A-studiá ta aveí.

Listening In

A. Mba'ẽ́^pa rei-potá ?

B. Ai-potá pe livro.

A. Ha rei-potá^pa kṍva aveĩ́ ?

B. Mba'ẽ́^pa péva ?

A. Kṍva peteĩ lapis.

A. Mãva^pa pe karaĩ́ ?

B. Péva^pa ? Ha'ẽ́ Carlos.

A. Carlos^pa nde-tiṍ ?

B. Nahãniri. Ha'ẽ́ xe-amigo.

A. Ha mã̀va-mba'ẽ́^pa kṍva ?

B. Péva Carlos mba'ẽ́, ha ùmĩva xe-mba'ẽ́ ?

A. Ha ko'ãva ?

B. Umĩva penḍe mba'ẽ́ ?

A. Hẽẽ. Upé ixa hĩña.

B. Ko'ãva^pa penḍe-mba'ẽ́ aveĩ́ ?

A. Nahãniri. Umĩva i-mba'ẽ́.

A. Péva iñ-amigo.

B. Carlos amigo^pa ?

A. Hẽe.

A. Carlos, ndẽ́ re-stũ̀dia vẽ̀ va.erã.

B. Mba'ẽ́ re^pa ?

A. Re-stũ̀dia vé ramo, re-aprendẽ́ ta re-ñe'ẽ̀ põ̀ra vé.

Looking Ahead

because of	gui
Because of what ? (Why ?)	Mba'é gui^pa ?
Because of us	Oré heguí
Because I like it	Xé^gustá gui
Because I want to go	Xé a-ha-sé gui
Because I wanted to serve well	Xé a-servi porã̀-sé vakue gui
Because I want to help you	Xé poi-pytyvõ gui

in order to	hağuã (ixa)
I study in order to learn	Xé a-studiá a-aprendé hağuã
I eat in order to live	Xé a-karú ai-kové hağuã
We work in order to earn	Ro-mba.apó ro-ganá hağuã ixa
I want to go in order to help them	Xé a-ha-sé ai-pytyvõ hağuã ixù-pe kuéra

be possible (can, be able to)	i-katu
It is possible (for me)	I-katú (xé-ve)
It is impossible (no se puede)	Nda^i-katú^i
You can do it	I-katú ndé rej-apó
I can't see him	Xé nda^i-katú^i a-hexá ĩxu-pé
In order for me to help him	I-katú hağuã ai-pytyvõ ĩxu-pé
I study in order to be able to learn	Xé a-studiá i-katú hağuã a-aprendé
I want to go in order to be able to help them	Xé a-ha-sé i-katú hağuã ai-pytyvõ ĩxù-pe kuéra
Se puede decir en guarani... ?	I-katú^pa oje-'é guaranĩ-me... ?

So I could work with you	I-katú hağuã ixa a-mba.apó pendẹ-ndive

repetition and translation

I-katú hağuã ixa o-mba.apó pende apyté-pe	So he could work among you
I-katú hağuã ixa o-mba.apó ndẹ-ndive	So he could work with you
I-katú hağuã ixa re-mba.apó xe-ndive	So you could work with me
I-katú hağuã ixa ro-serví hendive kuéra	So we could serve with them.

Vocabulary

anticipated use

entonce rõ̀	if so
upé ixa rõ̀	if so
(entonce[s])	(so)

Survival Expressions

A-gradecé ndé-ve	Thank you
Nda^i-po^ri mba'é re^pa	You're welcome
Mba'é ixa^pa nḍe-ko'ẽ	How are you this morning (Cómo amaneciste)
Xe-ko'ẽ porã-nte	I'm just fine
I-porã̀-itereí	Very good
Nḍ^a-ntendé^i	I don't understand
Nḍa^xe-mandu'á^i	I don't remember
Nd^ai-kuaá^i	I don't know
Ja-há ja-karú	Let's go eat
Xe^gusta-itereí	I like it a lot
He té la t̊embi-'ú	The food is very good
Mãva^pa o-hàsa-sé a h̊enondé-pe ?	Who wants to come to the front ?
Oi-kuaá va mba'é^pa hè-'i-sé to-hupi i-po.	Whoever knows what it means, raise his hand.
Ndé, e-hasá e-scriví pisarrón-pe.	You, go write on the blackboard.
Pej-é xe-ndive: "Nda^i-po^ri mba'é re^pa."	Say it with me: " Nda^i-po^ri mba'é re^pa.

Nḍe-ñembyahýi^pa ?	Are you hungry ?
Xe-ř̇opehýi guéteri.	I'm still sleepy.
Xe-ř̇asý.	I'm sick.
Xe-akã ř̇asý.	I have a headache.

Xáke pe mbói !	Look out for that snake !
Xáke pe coche !	Look out for that car !
Xáke pe jaguá hasý !	Look out for that mad dog !
Xáke pe tóro ñarõ !	Look out for that mad bull !

Mba'ế^pa a-porandú ta xu-pé ?	E-porandú xu-pé i-ṫúva ha i-sý re.
Mba'ế^pa ha-'é ta xu-pé ?	Er-é xu-pé 'Hello' guaranĩ-me.
Ha-'é ta^pa inglés-pe tẽra^pa guaranĩ-me.	Ẽr-e va.erã guaranĩ-me.

Oĩ̀-porã, pero pe-contesta mboyvé pe-hupĩ va.erã pende-po.

Pe-ntendé^pa ? Pe-hupĩ va.erã pende-po.

Ai-mẽ nḍe-ndivé	I agree, I'm with you
Xe-rorý nde^ř̇exá-vo	I'm glad to see you
Te re-hó porã̀-ité	Que te vayas bien
Neĩ, ndavé aveí ta upé ixa	Bueno, igualmente
Ej-ú ja-juká sevo'i mba'é	Come on, let's go tip a few (Lit. Let's go kill stomach worms)
Mba'é aña^piko rej-apó re-ĩna ? Ja las ócho-ma ningo	What in the world are you doing ? It is already 8:00 o'clock

Nde-aré ma^pa á-pe ?	Have you been here long ?
Ne'Ĩra^pa rei-ko-pá ra.è ?	Haven't you finished yet ?
O-Ĩ ma	Ya está; de acuerdo; O.K.

Find Out

Mba'é ixa^pa nḍe-ko'ē?

Mba'é ixa^pa nde-ka.arú?

Mba'é ixa^pa nde-pyharé?

Unit Seven

CONTENTS

grammar points

1. Modulation of commands
na, *ke*, *kena*

2. Negative commands, *anĩ* (...ti or ...tei)

3. Negative of verb-predicated sentences
Ndaˆ...ˆi

4. Negative with verbless sentences

5. Negative future marker *mo'ã*

6. The position of *ˆi*

7. *gui* and *hegui*

8. *há* - event locale

9. *Ndive*, *ndi* 'with' of accompaniment

10. Telling time

11. *Araka'é* 'when'
Mba'ẽ hóraˆpa 'at what time'

12. *guive* 'desde'
peve 'hasta'

13. *vakué* (or va.ekue) non-recent past time

14. *Oj-apó [time]* - '[time] ago'

15. Alternate forms of the superlative
te, ete, ite (reí)

16. *Mbo-* *(Mby-)*
Transitizer for intransitive verbs, nouns and quality verbs

17. *ˆpiko*

18. *ne* postfix 'Spanish -ía'

vocabulary

Nouns

aperitá
áva
cabula
camion
chipá
desfile
eíra
finlandés
guyrá
je-karù-guasú
jety
juky-sý
ka'á
kambuxi
kesú
korá
korapý
kuã
kuá
kumandá
mandi'ó
mbaraká
mbarakajá
mboká
mburiká
medico ñanã
merõ
ñorãiro há
paková
pápa
partído
pirá
pohã ñanã
pu
puchéro
santo ára
sevói
sopa paraguáya
tavý
'uérta
vudín

Verbs

-'á
conseguí
contá
g̃uahẽ
guapý
guatá
guejý
háke
hasá
heká
ḣendý
ḣendyva'ó
henõi
ĩ
Iké
Imẽ
Ipe'á
Ipiró
Iporuká
Ipysó
jahú
Japurá
kañỹ
kuerá
kyhyjé
kytĩ
mbixý
mboguatá
mbohakuá
mboí
mbo'í
mboi-ngé
mboi-ngové
mbojý
mbokuá
mbombáy
mbombo'ó
mbombú
mbombytá
mbomimõi
mbongarú
mbongavajú
mbongé
mongorá
mbonguerá
mongy'á
mbopohýi
mbopotĩ
mbopyahú
mbopý
mbotavý
mbotuixá
mbotý
mboú
mboverá
mbyakú
mbyakỹ
mbyatý
mbyendý
mendá
moĩ
nacé
ñembo'ý
ñenõ
ñepyrũ
ñotỹ
nupã
opá
páy
pensá
pu'ã
pupú
pytá
valé
vendé
verá

Modifiers

akỹ
apu'á
ate'ỹ
atý
ekivoká
guasú
haimeté
ḣakú
hakuá
hatã
hesãi
ho'ysã

ky'á
kyrá
mbegué
mbyký
pirú
pohýi
pojerá
potĩ
pukú
pytũ
to'ỹ
sapy'á
sogué
tuixá
tujá

Miscellaneous
aje'ĩ́
ko'ẽ̀ ambué
kuehè ambué
ni ... ni
rovái
rupi
vove

PREPARATION STAGE

Program

(Modulation of Commands)

1. You have learned that a command can be modulated by the addition of *mĩ*: *pe-hèndu mĩ*, 'listen a little'. Commands can also be modulated in other ways. *E-hendũ na*, for example is roughly equivalent to 'Listen, I beg of you.' How would you say 'Speak, I beg of you'?

   e-ñe'ẽ na

2. *E-hendũ ke* is roughly equivalent to 'You'd better listen'. How would you say 'You'd better talk'?

   e-ñe'ẽ ke

3. *E-hendũ kena* is a modulated command in which *ke* and *na* are combined. It has approximately the force of 'listen, please' or 'I tell you, please listen'. How would you say 'I tell you, please study'?

   e-studiá kena

4. Perhaps the maximum modulation of a command is found in the form *e-hèndu mĩ kena*, 'I tell you, please listen a little'. This form contains three modulators: *mĩ*, *ke* and *na*. How would you say 'I tell you, please study a little'?

   e-stũdia mĩ kena

5. Note that the following combinations of *mĩ*, *ke* and *na* are used:

   e-lèe mĩ kena
   e-lèe mĩ ke
   e-lèe mĩ na
   e-leé ke
   e-leé na
   e-leé kena
   e-lèe mĩ

6. Translate the following commands out loud. After each one, repeat it several times with different modulations. Think of the meaning as you say each one.

Write
Work
Play

(Negative Commands)

7. Re-studiá is a statement meaning 'You study'. Anĩ re-studiá is a negative command meaning 'Don't (you) study'. Re-ñe'ẽ means 'You talk'. How would you say 'Don't talk'?	Anĩ re-ñe'ẽ
8. Pe-studiá means 'You (pl) study'. How would you say 'Don't you (pl) study'?	Anĩ pe-studiá.

9. Write and pronounce the following in Guarani:

a. Don't talk.	Anĩ re-ñe'ẽ.
b. Don't listen.	Ani re-hendú.
c. Don't write.	Anĩ re-scriví.
d. Don't say it.	Ani er-é.
e. Don't you-all study.	Ani pe-studiá.
f. Don't you-all talk.	Anĩ pe-ñe'è.

(Modulation of Negative Commands)

10. Giving orders or requesting someone to do something can be ticklish in any language. Probably all languages provide a variety of ways of asking people to do things, direct and harsh, menacing, kindly advisory, begging, pleading, etc. In Guarani, of course, intonation and tone of voice are prominent modulation factors (together with the look of the eye, the set of the jaw, the body stance and the gesture dynamics); these must, of course, be learned, but with these go certain words or particles like mĩ, ke, and na discussed in Unit 3.

11. Negative commands can be modulated with *ke* and *na*, but not with *mĩ*. *Anĩ re-ñe'ẽ* means 'don't speak'. *Anĩ ke re-ñe'ẽ* is roughly equivalent to 'you'd better not speak' or even 'don't speak, if you know what's good for you'. How would you say 'you'd better not study'?

Anĩ ke re-studiá

12. *Anĩ na re-ñe'ẽ* is roughly equivalent to 'don't speak, I beg of you'. How would you say 'don't study, I beg of you'?

Anĩ na re-studiá

13. In Guarani, as in English one can give a negative command without using the verb: *anĩ na*, *anĩ ke*, *anĩ kena* are three ways of saying 'don't'.

14. The negative imperative in Guarani also has a displaceable particle...*ti* or...*tei* which serves as a modulator to indicate 'I would advise you (kindly) to....'

anĩ re-ñe'ẽ	'don't speak!'	(very direct--often taken as a harsh warning.)
anĩ re-ñe'ẽ *ti*	'don't speak!'	(not so direct--taken as advice, request, not as a warning.)
anĩ na re-ñe'ẽ *ti*	'don't speak!'	(even less direct than the above.)
anĩ kena re-ñe'ẽ *ti*.	'don't speak!'	(very forceful, but not overbearing.)

Also used:

anĩ tei	'don't!'
anĩ na ti	'don't!'
anĩ ke tei	'don't!'
anĩ kena ti	'don't!'

15. Using no other modulator but ti, how would you say: don't write! don't read! don't study!	 anĩ re-scriví ti! anĩ re-leé ti! anĩ re-studiá ti!
16. What would be the approximate meaning of Anĩ kena re-studiá?	I beg of you, please don't study.

(Negative of verb predicated sentences)

17. Oré ro-leé means 'we read'. Oré ndo^ro-leé^i means 'we don't read'. The negative statement is formed by ndo^ before the verb and ^i afterwards. How would you say 'we don't study'? Orẽ ____ ro-studiá___.	ndo^ ; ^i
18. Ñandé ja-studiá means 'we (incl) study'. Ñandé nda^ja-studiá^i means 'we don't study'. The negative is formed by ____ before the verb and ^i after the verb.	nda^
19. The only difference in the negative affixes for ro-studiá and ja-studiá is that the first requires nd plus o before the verb and the second requires nd plus a before the verb. Ndo^ro-studiá^i. Nda^ja-studiá^i. Note that the vowel which follows the nd agrees with the vowel in the person prefix. What do you suppose the negative would be for re-studiá?	nde^re-studiá^i
20. How would you say 'you don't read'?	ndé nde^re-leé^i
21. Write and pronounce the following in Guarani: a. We don't study. b. We (incl) don't study. c. You don't study. d. We don't read. e. We don't say (it). f. We (incl) don't read. g. You don't read.	 Oré ndo^ro-studiá^i. Ñandé nda^ja-studiá^i. Ndé nde^re-studiá^i. Oré ndo^ro-leé^i. Oré ndo^ro-ñe'ẽ^i. Ñandé nda^ja-leé^i. Ndé nde^re-leé^i.

22. Xé a-leé means 'I read'. How do you suppose you would say 'I don't read'?	Xé nda^a-leé^i.
23. That's almost correct. However, since the person prefix begins with a vowel, the a of the negative prefix is dropped. Since it always drops out, it will not be written at all. 'I don't read' would be written: Xé nd^a-leé^i. How would you write and pronounce 'I don't study'?	Xé nd^a-studiá^i.
24. ha'é o-studiá means 'he studied'. Notice that the pronoun prefix is o, a vowel, just as in the pronoun prefix in first person is a. How do you suppose you would say and write 'he doesn't study'?	Ha'é nd^o-studiá^i.
25. Write and pronounce the following in Guarani:	
a. I don't study.	Xé nd^a-studiá^i.
b. I don't read.	Xé nd^a-leé^i.
c. I don't know.	Xé nd^ai-kuaá^i.
d. he doesn't read.	ha'é nd^o-leé^i.
e. he doesn't know.	Ha'é nd^oi-kuaá^i.
f. he doesn't study.	Ha'é nd^o-studiá^i.
26. Peẽ pe-studiá means 'you-all study'. 'You-all don't study' is Peẽ nda^pe-studiá^i. Before pe- the vowel after nd is not e. Notice the irregularity from what you would expect. How would you say 'You-all don't read'?	Peẽ nda^pe-leé^i.
27. Write and pronounce the following in Guarani:	
a. We (incl) don't study.	Ñandé nda^ja-studiá^i.
b. I don't study.	Xé nd^a-studiá^i.
c. You don't study.	Ndé nde^re-studiá^i.
d. We don't study.	Oré ndo^ro-studiá^i.
e. He doesn't study.	Ha'é nd^o-studiá^i.
f. They don't study.	ha'è kuéra nd^o-studiá^i.
g. You-all don't study.	Peẽ nda^pe-studiá^i.

28. Xé a-scriví means 'I write'. Xé nd^a-scriví^ri means 'I don't write'. Since -scriví ends in i the negative affix is not i but ri. How would you say 'he doesn't write'?	Ha'é nd^o-scriví^ri.

(negative with verbless sentences)

29. Examine the following:

Ko livro^pa nde-mba'é?	Is this book yours?
Hẽe, ha'é.	Yes, it is.
Ndé^pa Juan.	Are you John?
Hẽe, Ha'é.	Yes, I am. (lit. Yes, I'm he.)

The pronoun ha'é is used with all persons meaning 'It is'; 'I am'; 'You are'; etc. It is also used in the negatives as in the following examples:

Ndé^pa Juan?	Are you John?
Nda^ha'é^i.	No, I'm not.
Kóva nda^ha'é^i xe-livro.	This is not my book.

30. Make the following sentences negative:

a. Kóva i-livro.	Kóva nda^ha'é^i i-livro.
b. Péva xe-coche.	Péva nda^ha'é^i xe-coche.
c. Péva Carlos.	Péva nda^ha'é^i Carlos.

31. Compare the following:

a. Xé nd^a-studiá^i.	I don't study.
b. Xé nd^a-ntendé^i.	I don't understand.
c. Xé nd^a-ñe'ẽ^i.	I don't talk.
d. Ñandẽ nda^ña-ñe'ẽ^i.	We (incl) don't talk.
e. Ndé nde^re-ñe'ẽ^i.	You don't talk.

Note that in nasal environments the d in the negative prefix zeroes out. Nd^a-ntendé^i is pronounced n^a-ntendé^i. How is nde^re-ñe'ẽ^i pronounced?	Ne^re-ñe'ẽ^i.

32. A-studiá ta means 'I will study'. Nd^a-studià mo'ã^i means 'I will not study'. The Future Marker ta changes to mo'ã in the negative forms. Change Xé a-leé ta to the negative.	Xé nd^a-leè mo'ã^i.
33. Write and pronounce the following in Guarani:	
a. I'm not going to write.	Xé nd^a-scrivĩ mo'ã^i.
b. I'm not going to talk.	Xé nd^a-ñe'è mo'ã^i.
c. I'm not going to listen.	Xé nd^a-hendù mo'ã^i.
d. We (incl) are not going to live.	Ñandè nda^jai-kò mo'ã^i.

(The position of ^i)

34. Note the placement of the negative marker in the examples below:	
a. Xé nd^a-studiá^i.	I don't study.
b. Xé nd^a-stùdia-sé^i.	I don't want to study.
c. Xé nd^a-studià-se vé^i.	I don't want to study any more.
d. Xé nd^a-studià porã^i.	I don't study well.
e. Xé nd^a-studiá^i kurĩ.	I didn't study.
f. Xé nd^a-studiá^i hĩna.	I am not studying.
35. kurĩ and hĩna (are/are not) within the negative markers?	are not
36. Write and pronounce the following in Guarani:	
a. We don't read.	Oré ndo^ro-leé^i.
b. We (incl) don't read.	Ñandé nda^ja-leé^i.
c. They don't read.	Ha'è kuéra nd^o-leé^i.
d. They don't want to read.	Ha'è kuéra nd^o-lèe-sé^i.
e. I don't want to read any more.	Xé nd^a-leè-se vé^i.
f. You can't speak Guarani.	Ndé nde^re-ñe'ẽ^i guarani.
g. Don't speak Guarani.	Anĩ re-ñe'ẽ guaranĩ.
h. You-all don't know.	Peẽ nda^pe-kuaá^i.
i. I didn't study.	Xé nd^a-studiá^i kurĩ.
j. I don't want to study any more.	Xé nd^a-studià-se vé^i.

37. Study the following sentences, noting particularly the use of *gui*:

Aj-ú Norteamérica gui.	I come from North America.
A-sẽ ta ko'á gui.	I'll leave from here.
Moõ gui^pa ndé re-sẽ ta?	Where will you leave from?
Mba'é gui^pa rej-ú ko'á-pe?	Why (because of what) do you come here?
A-mba.àpo-sé gui.	Because I want to work.
Manuel o-mba.apo-vé Ricardo gui.	Manuel works more than Ricardo.
Pẽ́va i-põ̀ra-vé kóva gui.	That one is better than this one.

38. *Gui* has an alternate form *hegui* when it combines with first and second person prefixes.

xe-heguí	from me	*ore-heguí*	from us
		ñande-heguí	from us
nde-heguí	from you	*pende-heguí*	from you
xu-guí (or: *i-xu-guí*)	from him		
xu-gui kuéra	from them		

39. Only in the third person is the alternate *heguí* not used. How do you say:

from him	(i)xu-guí
from Carlos	Carlos gui
from them	(i)xu-gui kuéra

40. Now observe some use of gui for which the English translation equivalent would not be 'from'; 'because' or 'than'.

Nde-resarái ta xe-heguí.	You'll forget me. (compare: Olvidara de mí)
ho-'á xu-guí la i-plata.	He dropped his money. (compare: Se le cayó la plata)
O-kañỹ ore-heguí opá ore-mba'é.	We lost all our things. (compare: Se nos perdió todas nuestras cosas.)

Some verbs 'govern' the gui case; i.e. gui is required in the complement of certain verbs. These verbs include ṙesarái, 'forget'; ho-'á, 'fell'; o-kañỹ, 'get lost'.

41. Three English equivalents of gui are 'from'; __________ and ________. because / than

(há event locale)

42. Study the following sets of sentences.

a. Oi-kõ ta peteĩ baile.	There will be (occur) a dance.
b. Ja-há la baile há-pe.	Let's go to the dance.
c. Oi-mẽ la baile há-pe.	He's at the dance.
a. Oi-kõ ta peteĩ reunión.	There will be a meeting.
b. Ja-há la reunion há-pe.	Let's go to the meeting.
c. Oi-mẽ la reunion há-pe.	He's at the meeting.
a. O-ĩ ta traváho.	There will be work.
b. O-ú hĩna i-tràvaho há-gui.	He's coming from (his) work.
c. Oi-mẽ i-tràvaho há-pe.	He's at his work.

43. In the (b.) and (c.) sentences the noun is followed by the postfix há. In the (a.) sentences no postfix is attached. The difference lies in the conceptualization of the activity: When the activity or event is held or actualized and attendance at the event locale is indicated, these 'event-nouns' require the postfix há. Otherwise no postfix is attached.

44. Place a check mark to the left of each of the following nouns which represent events or activities one might attend.

_____ (a) casamiento 'wedding'

_____ (b) partído (game; contest'

_____ (c) kokuẽ 'farm'

_____ (d) cumpleaños 'birthday celebration'

_____ (e) fiesta 'party'

_____ (f) carréra 'race'

_____ (g) cíne 'movie'

_____ (h) óga 'house'

_____ (i) je-karũ-guasú 'banquet'

_____ (j) kuré-juká 'pig killing'

_____ (k) desfile 'parade'

45. Place a check to the left of the sentence which is missing the postfix há.

_____ (a) Wedding o-je-'é casamiento ___ guaranĩ-me.

_____ (b) Ja-há la casamiento ____-pe.

_____ (c) Oi-mẽ kő óga ____-pe.

_____ (d) Aj-ú hĩna xe-travaho ____-gui.

(ndivé; ndi 'with' of accompaniment)

46. Study the following sentences observing particularly the use of ndivé and ndi.

A-ha-sé Carlos ndi.	I want to go with Carlos.
A-karú ta xe-tió ndi.	I'll eat with my uncle.
Re-ñe'ẽ^pa hĩna xẹ-ndivé?	Are you talking with me?
A-mba.apó ta nde-ndivé.	I'll work with you.
Re-studiá ta hė-ndivé.	You will study with him.

47. The form which translates the English 'with' (of accompaniment, not of means) has two alternates: ndi after nouns, ndivé after pronouns. Observe the paradigm of ndivé with person prefixes.

xe-ndivé	ore-ndivé ñanḍe-ndivé
nḍe-ndivé	penḍe-ndivé
he-ndivé	he-ndivè kuéra

48. The form he-ndivé (is/is not) regular? — is not

49. Ha'è o-ú ta xe-ndivé means:
______________________________. — He will come with me.

50. Nḍe-ndivé^pa means _____ _____. — with you?

51. How would you say 'I will study with them'? — A-stùdia-sé he-ndivè kuéra.

(telling time)

52. Telling time in Guarani depends heavily on Spanish time expressions. Note the following:

O-ú kurĩ las doce.	He came at 12 o'clock.
O-ú ta las doce y media.	He'll leave at 12:30.
A-sẽ va.erã las doce menos cinco.	He should leave at 11:55.

53. How would you say 'I will begin at 6:05' ? A-ñepytũ ta ___ _____ __ ________.	las seis y cinco.

(araka'ẽ ? 'when ?'; mbà'e hóra ? 'at what time ?')

54. Study the following dialogs:

A. Araka'é^pa re-g̃uahẽ ra.è ?	When did you arrive ?
B. A-g̃uahẽ kuehé kurì.	I arrived yesterday.
A. Mbà'e hóra re-g̃uahẽ ra.è ?	At what time did you arrive?
B. A-g̃uahẽ las seis kurì.	I arrived at 6:00.

55. Which would be the more likely response to Araka'é^pa re-g̃uahẽ ra.è ? a. lunes b. la una	a.

(guive 'desde'; peve 'hasta')

56. Study the following sentences:

a. Mbà'e hóra peve^pa ja-studiá ta ?	Until what time shall we study ?
b. Las dies peve.	Until 10.
a. Moõ guive^pa ja-leè va.erã ko livro ?	Where are we supposed to read the text ?
b. Ko'á guive ko'á peve.	From here up to here.
a. Araka'é guive^pa rei-mẽ ko'á-pe ?	How long have you been here?
b. Kuehé guive-nte.	Just since yesterday.
a. Moõ peve^pa ja-há ta ?	How far (up to where) will we go ?
b. Paraguaý peve.	As far as (up to) Asuncion.

57. It is apparent that the postfix *guive* is equivalent to Spanish 'desde', and *peve* to the Spanish 'hasta'.

58. How would you translate 'Desde Alaska hasta Florida'?	Alaska guive Florida peve.

(vakue or *va.ekue* non-recent past time)

59. Study the following sentences:

A-nacè vakué Itapu'amĩ-me.	I was born in Itapu'amĩ.
Aj-apò vakué primer grado Luque-pe.	I attended first grade in Luque.
A-vendè vakué xe-coche aj-ú mboyvé Paraguái-pe.	I sold my car before I came to Paraguay.

60. Contrast:

A-vendè vakué xe-coche.	I sold my car. (Not in the immediate past)
A-vendé kurì xe-coche.	I sold my car. (within the last day or so)

61. *Kurì* is used in referring to a time in the past no more remote than a day or so. Its equivalent in Spanish is 'recien'. We call *kurì* the 'recent past tense indicator'. *Vakué* (or: *va.ekué*), on the other hand, is referring to a time as near as the day before yesterday, though it more generally refers to a time farther back; months, years, or centuries. We will, therefore, call *vakué* the (relatively) REMOTE PAST TENSE INDICATOR.

62. Referring to a relatively remote time in the past, how would you say:

I bought a car.	A-jogua vakué peteĩ coche.
I went to Texas.	A-há vakué Texas-pe.
He died.	O-manó vakué.

([time] ago   oj-apó [time])

63. The Spanish 'hace dos años' (two years ago) is matched by the Guarani oj-apó dos años, literally 'it makes two years'.

64. Remembering that Spanish numbers are used in Guarani before words like minute, day, year, how would you say:

an hour ago	oj-apó una hora.
three minutes ago	oj-apó tres minutes
four months ago	oj-apó cuatro mese
five weeks ago	oj-apó cinco semana

65. Contrast la and 2a, lb and 2b:

1. a. Araka'é^pa re-hó ra.è centro-pe ?	When did you do downtown ?
b. A-há kurì centro-pe oj-apó dos hora.	I went downtown two hours ago.
2. a. Araka'é^pa re-hó raka.e Peru-pe ?	When did you go to Peru ?
b. A-hà vakué Peru-pe oj-apó dos mese.	I went to Peru two months ago.

la and b have to do with RECENT PAST TIME. You are familiar with the relation of ra.è and kurì as indicators of RECENT PAST TIME. 2a and b have to do with a time more remote in the past. Observe that raka.e, not ra.è is used in the question and vakué, not kurì is used in the response.

66. Referring to a remote time in the past how would you say:

Where did Lincoln die ?	Moõ^pa Lincoln o-manó raka.e?
What where you doing in Ohio ?	Mba'é^pa rej-apó raka.e hĩna Ohio-pe ?
When did you come to Paraguay ?	Araka'é^pa rej-ú raka.e Paraguái-pe ?

(Alternate forms of the superlative)

67. Contrast:

1. a.	pé-pe	there
b.	pè-pe-té	right there
2. a.	i-porã	it's nice
b.	i-porã̀-ité	it's very nice
3. a.	hasý	he's sick
b.	hasỹ̀-eté	he's very sick

The first level superlative suffix found in the b. cases has three variants, each determined by the vowel that precedes it:

-té	follows	e
-ité	follows	a ; o
-eté	follows	i, y, and u

68. Add the correct form of the superlative suffix and translate:

á-pe	here	à-pe-té	right here
vaí	ugly	vaĩ̀-eté	very ugly
pirú	thin	pirũ̀-eté	very thin
tujá	old	tuja-ité	very old
ate'ỹ	lazy	ate'ỹ-eté	very lazy

69. Contrast:

1. a.	hasỹ̀-eté	he's very sick
b.	hasỹ̀-etèreí	he's very very sick
2. a.	i-porã-ité	she's very pretty
b.	i-porã-itèreí	she's very very pretty
3. a.	i-mbegue-té	it's very slow
b.	i-mbegue-tèreí	it's very very slow

The second level superlative suffix found in the b. cases is the same as the 'first-level' superlative, but adds reí.

70. Contrast:

1.	
a. o-hasá	it passes
b. o-mbohasá	he passes it
2.	
a. o-pupú	it boils
b. o-mbopupú	he boils it

The verbs *pupú* and *hasá* are intransitive, i.e. cannot be followed by a direct object. The prefix *mbo* occurs with many intransitive verb stems and the resulting verbs are transitive. *Mbo* never occurs with transitive verb stems.

71. *O-guejý* 'he gets down' and *o-jahú* 'he bathes' are intransitive verbs. What would their transitive forms be?

o-mboguejý / o-mbojahú

72. What would *o-mboguejý* and *o-mbojahú* mean?

a. he gets it down
b. he bathes it

73. Contrast:

1.	
a. o-ú	it comes
b. o-mboú	he sends it (*to* me) (makes it come)
2.	
a. o-guatá	he walks
b. o-mboguatá	he drives it (makes it walk)

74. A number of English verbs are considered to be typically intransitive: sleep, sit, walk, come, etc. Generally we think of someone performing these actions himself, but it is clearly possible for someone to cause someone else to do these things: that is, these verbs can be transitivized and take a direct object, with the meaning 'to cause (someone/something) to VERB'.

I make it walk. (I walk it or drive it.)
I make him sleep. (I put him to sleep.)
I make it come. (I bring it.)

75. The Guarani counterparts of the above transitive expressions are verbs made transitive by the prefix mbo.

a-mboguatá	I cause ______ to walk.
a-mboguapý	I cause ______ to sit.

76. Examine the following:

kua	hole
o-mbokua	he makes a hole in it...
pu	sound
o-mbopu	he plays (makes sound)...

77. Notice that the prefix mbo also combines with nouns to form transitive verbs.

78. If tavý means 'fool', how would you say 'I fooled him'?	A-mbotavý xu-pé.

79. Examine the following:

i-pyahú	It is new.
a-mbopyahú	I renovate it, make it new.
tuixá	It is large.
a-mbotuixá	I enlarge it; I make it large

80. In the above examples mbo is combined with Quality Verbs to form ______________ verbs.	transitive

81. If hakuá means 'sharp' and pohýi means 'heavy', what do you suppose the meaning of mbohakuá and mbopohýi would be?	a. to sharpen it b. to make it heavy; to weight it down
82. You have studied the effect of nasal spans on mb, j, and nd. You also know the words sẽ, 'to leave'; ĩ, 'to be in a place'; potĩ, 'to be clean'. How would you say:	
a. I make him leave.	A-mbosẽ xu-pé.
b. He put it on the table. (made it be)	O-mḅoĩ mesá ári.
c. You cleaned the room. (kotý)	Re-mḅopotĩ la kotý.
83. Why is the 'b' not pronounced in each case?	The mb was immediately followed by nasal vowels.
84. One new sound change needs particular attention. It occurs following the mbo prefix:	
o-karú o-mḅongarú	he eats he feeds (makes it eat)
i-ky'á o-mḅongy'á	it is dirty he dirties it
cavajú o-mḅongavajú	horse he scolds
85. As you noticed the initial 'k' of these stems following the prefix mbo changes to ____.	ng
Since the stem initial consonant changed to ng, a nasal source caused the mbo to be changed to _____.	mḅo

86. If *korá* is 'fence', *ké* is 'to sleep' and *kuerá* is 'to be cured'; how would you say:	
a. He fenced his garden. (hi-ˀuérta)	O-mḅongorá hi-'uérta.
b. I put him to sleep. (made him sleep)	A-mḅongé xu-pé.
c. Can you cure him? (make him be cured)	Ikatúˆpa re-mḅonguerá xu-pé?
87. Examine the following:	
o-ké o-mḅongé xu-pé	he sleeps he puts him to sleep
oi-ke o-mb̥oi-ngé xu-pé	he enters he makes him enter
Do I-verbs retain their identity even though we add the prefix *mbo*?	yes
88. *Oi-kové* means 'to live'. How would you say 'he revives him (makes him live)'?	O-mḅoingové xu-pé.
89, Some stems which begin with 'k' such as *kua*, 'hole'; do not undergo any major phonetic changes when *mbo* is added. 'To make a hole in...' is *mbokua*.	
90. Examine the following:	
ḣendý ṫatá o-mḅyendý ṫatá	the fire glows, gives light He lights the fire.
ḣakú o-mbyakú	it is hot He heats it.
91. Notice that some RH FACTOR words undergo sound changes when occurring with the prefix *mbo*. Notice in the above examples that the initial consonant of the root is dropped and the prefix *mbo* changes to ____ with non-nasals and ____ with nasals.	mby / mḅy

92. The prefix mbo changes to mby (or mbỵ) when occurring with words which begin with vowels. If akỹ is 'to be wet' and atý is 'to be together', how would you say:	
a. I wet the clothes. (aó)	A-mḅyakỹ aó.
b. He gathers the rocks. (itá)	O-mbyatý itá.
93. Examine the following:	
o-páy O-mḅombáy	he wakes up He wakes (someone) up.
o-pytá o-mḅombytá xu-pé	he stays He makes him stay.
94. With some roots beginning with 'p' the 'p' changes to mb.	
95. O-pú means 'it bursts' and o-po'ó means 'it is weaned'. How do you suppose you would say:	
a. He bursts it.	Ha'é o-mḅombú.
b. She weans her baby.	O-mḅombo'ó i-membý.
96. In all of the foregoing examples the prefix mbo occurs with Quality intransitive verbs and nouns to form ______________ verbs.	transitive

Summary

MODULATION OF COMMANDS: In addition to mĩ the particles ke and na are used singly and in combination to modulate the force of affirmative commands.

E-studiá!	Study!
E-stũdia mĩ!	Study a little!
E-studiá ke!	You'd better study!
E-studiá na!	Study, I beg of you!
E-studiá kena!	I tell you, please study!
E-stũdia mĩ kena!	I tell you, please study a little!

NEGATIVE COMMANDS: The NEGATIVE COMMAND is formed by anĩ plus the VERB.

Anĩ re-studiá.	Don't (you) study.
Anĩ pe-hendú.	Don't (you-all) listen.
Anĩ jai-kò á-pe.	Let's not live here.

MODULATION OF NEGATIVE COMMANDS: Both ke and na, singly or in combination, are used to modulate negative commands. (mĩ is not used.) A displaceable modulator ti or tei is also used in negative commands.

Anĩ ke re-studiá.	You'd better not study.
Anĩ na re-studiá.	Don't study, I beg you.
Anĩ kena re-studiá.	Please, don't study.
Anĩ re-studiá ti.	I'd advise you not to study.
Anĩ ke.	Better not do that.
Anĩ na.	Please don't.
Anĩ tei.	I'd advise you not to do that.

NEGATIVE STATEMENT:

A NEGATIVE STATEMENT is formed by nd plus a vowel before the VERB and i after the VERB. Both parts of the negative frame are joined by hooks (^) to the word.

(xé) a-leé	I read.
(xé) nd^a-leé^i.	I don't read.
(ha'ẽ) nd^o-leé^i.	He doesn't read.
(ndé) nde^re-leé^i.	You don't read.
(oré) ndo^ro-leé^i.	We don't read.
(ñandé) nda^ja-leé^i.	We (incl) don't read.
(peẽ) nda^pe-leé^i.	You-all don't read.

Note that the vowel in the PERSON PREFIX is the same as the vowel which follows the nd (except for the PERSON PREFIX pe). Also when the PERSON PREFIX is a vowel only as in a-leé or o-leé, the vowel is not pronounced twice.

NEGATIVE WITH ri:

When the VERB ends in i, the negative affix ri is added.

(Xẽ) a-scriví.	I write.
(Xé) nd^a-scriví^ri.	I don't write.

NEGATIVE OF VERBLESS SENTENCES:

VERBLESS SENTENCES may contain two nominal expressions. For example: Kőva la xe-livro, 'This is my book'. In such cases the negative is formed by adding nda^ha'é^i between the two nominal expressions.

Kőva xe-livro	This is my book.
Kőva nda^ha'é^i xe-livro.	This is not my book.
Péva Carlos	That is Carlos.
Péva nda^ha'é^i Carlos.	This is not Carlos.

NASAL / NEGATIVES:

The d in the negative prefix will drop out within a nasal span:

(Xé) nd^a-ntendé^i. (n^antendé^i)	I don't understand.
(Ñandé) nda^ña-ñe'ẽ^i. (nd^na-ñe'ẽ^i)	We (incl) don't speak.

FUTURE NEGATIVE:

The FUTURE MARKER ta changes to mo'ã in negative forms.

A-studiá ta ko'ẽro.	I will study tomorrow.
Nd^a-studià mo'ã^i ko'ẽro.	I will not study tomorrow.
O-leé ta.	He is going to read.
Nd^a-leè mo'ã^i.	He is not going to read.

GUI - HEGUI:

'from'; 'because'; 'than'
When it combines with the first and second person prefixes, *gui* becomes *hegui*, the third person prefix retains *gui*.

xe-heguí	from me
ore-heguí	from us
(i)xµ-gui kuéra	from them

HÁ:

(event locale)
Certain nouns which name events or places where activities are enjoined take *há* when attendance at these places is indicated.

Ja-há la baile *há*-pe.	Let's go to the dance.
Oi-mẽ la reunion *há*-pe.	He's at the meeting.
O-ú hĩna i-tràvaho *há*-pe.	She's coming from (her) work.

NDIVÉ, NDI:

'with'	of accompaniment
ndivé	after pronouns
ndi	after nouns

A-karú ta xe-tió ndi.	I'll eat with my uncle.
A-ha-sé Carlos ndi.	I want to go with Carlos
A-mba.apó ta nde-ndivé.	I'll work with you.
E-hugá he-ndivè kuéra!	Play with them!

TELLING TIME:

Spanish expressions are used to tell time.

O-ú las doce y media.	He'll leave at 12:30.
A-g̃uahẽ las seis kurì.	I arrived at 6:00.
Ko'ãg̃a-ité las seite.	It is now precisely 7:00.

ARAKA'É / MBA'È HÓRA: 'when' / 'at what time'

Araka'è^pa re-g̃uahẽ ra.è?	When did you arrive?
Mba'è hóra re-g̃uahẽ ra.è?	At what time did you arrive?

GUIVÉ / PEVÉ: 'desde' / 'hasta'

Araka'é guivé^pa rei-mẽ ko'á-pe?	How long have you been here ?
Kuehé guive-nte.	Just since yesterday.
Mba'è hóra pevé^pa ja-studiá ta?	Until what time shall we study?
Las dies pevé.	Until 10:00.

VAKUÉ / VA.EKUÉ: Non recent PAST TENSE INDICATOR, beginning with the day before yesterday and going back months, years, centuries.

A-hà vakué Méhico-pe.	I went to Mexico.
A-joguà va.ekué peteĩ óga.	I bought a house.

OJ-APÓ (time) '(time) ago'

Oj-apó tres meses.	Three months ago.
Oj-apó cinco segundos.	Five seconds ago.

SUPERLATIVE:

té	first-level	tèreí	second-level
ité	superlative	itèreí	superlative
eté	'very'	etèreí	'extremely'

I-pirũ-eté.	She's very thin.
I-tuja-ité hikuái.	They are very old.
Nḍe-ate'ỹ-etèreí.	You are extremely lazy.

NOTE: after

e	té	(rei)
a; o	ité	(rei)
all others	eté	(rei)

MBO- (or MBY-)

Mbo- is a transitizing prefix, used often to indicate the change of a verb from the intransitive to the transitive form.

a.	Ogue-jý	He gets down
b.	O-mboguejý	He gets it down
a.	O-guatá	He walks
b.	O-mboguatá	He drives it

Mbo- can also combine with:
a. nouns and
b. quality verbs
to form transitive verbs.

a.	A-mbotavý xu-pé	I fooled him
b.	A-mbopyahú	I renovate it
	A-mbotuixá	I enlarge it

Some RH factor words - due to sound changes when they are connected with mbo, change this prefix to mby-.

A-mḅyakỹ aõ	I wet the clothes
O-mbyatý itá	He gathers rocks

Written Exercises

1. Change the following commands into NEGATIVE COMMANDS with ti.

   Example: E-hendù mĩ. (Listen) Anĩ re-hendú ti. (Don't listen.)

   a. E-stùdia mĩ.
   b. Pe-stùdia mĩ.
   c. Èr-e mĩ.
   d. E-scrìvi mĩ.
   e. Pe-hèndu mĩ.

2. Modulate the above commands to have the force 'I beg you...' or 'You'd better...'.

3. Make the following positive statements negative (with or without modulation) and translate into English.

   a. Xé a-studiá hĩna guaranĩ.
   b. Ha'é o-studiá hĩna guaranĩ.
   c. Oré ro-hendú.
   d. Ha'è kuéra o-ñe'ẽ̀ porã.
   e. N̰dé re-ñe'ẽ̀ porã aveĩ́.
   f. Ñandé jai-kó á-pe.
   g. Peẽ pe-stùdia-sé.
   h. Ha'é o-scriví hĩna.
   i. Oré ro-scriví kurĩ.
   j. Kóva xe-livro.
   k. Péva ndé-livro.
   l. Péva Carlos.
   m. Ko lápis xe-mba'é.

4. The following sentences would be correct if they were not in a nasal environment. Rewrite the sentences making the changes that the nasalization would cause.

   a. Xé nd^a-ntendé^i.
   b. Ñandé nda^ja-ñe'ẽ^i.
   c. Ndé nde^re-ñe'ẽ^i guaranĩ.
   d. Ha'é nd^pe-hèndu-sé^i xé-ve.
   e. Ja-hendú rõ̀, ha'é nd^o-ñe'ẽ mo'ẽ^i.

5. Make the following sentences negative, and translate into English.

   a. Xé a-studiá ta.
   b. Oré ro-stùdia-sé ta.
   c. Ñandé jai-kó ta á-pe.
   d. Ha'é o-stùdia vé ta.

Memorization

Ha-'é	ha-'e-sé va	I say what I want to say
Ha-'ú	ha-'u-sé va	I eat what I want to eat
Aj-apó	aj-àpo-sé va	I do what I want to do

Looking Ahead

find out how to say

I see you-all ______________________________

We see you-all ______________________________

He sees you-all ______________________________

listening for study

1.	Mba'é color^pa nde-gusta-vé?	Qué color te gusta más?
2.	Ára hový ha hovy kangý asý.	El cielo es de color azul, a veces es celeste.
3.	Naranja pytã.	La naranja es anaranjada.
4.	Yvyra ṙogue hovyũ.	Las hojas de los árboles son verdes.
5.	Rosa pytangý.	La rosa es rosada.
6.	Avatí ḣesa'yjú.	El maís es amarillo.
7.	Pe mitã ḣesa'yjú.	El niño está palido.
8.	Juký ha asucá morotĩ.	La sal y el asúcar son blancos.
9.	Xe-hermano traje hũ.	El traje de mi hermano es negro (o gris).
10.	Pyharé pytũ hĩna.	La noche esta obscura.
11.	Ára ḣesakã.	El día es claro.
12.	Y nda^i-color^iri.	No tiene color.
13.	Pe kuñataĩ iñ-karangué sa'yjungý.	La señorita tiene el cabello (ó pelo) castaño.
14.	Arco iris ogue-rekó siete color.	El arco iris tiene siete colores.
15.	Xe^gustá la yvotý kuéra lila va.	Me gustan las flores de color lila.

1.	Mba'é rã o-valé la relo?	Para qué sirve el reloj?
2.	Hė-'í haĝuã la óra.	Para indicar ó señalar la hora.
3.	Mba'é ixa mba'é gua relo^pa o-ĩ?	Cuántas clases de relojes hay, ó conoce Ud.?
4.	O-ĩ, relo pulsera, despertador ha de pared.	Reloj de pulsera, despertador, de pared.
5.	Mba'é ixa^pa ḣéra la relojero o-mba.apo há?	Cómo se llama el taller del relojero?
6.	Ḣéra relojería.	Relojería.
7.	Mba'é ixa^pa o-ñe-porandù óra re?	Cómo se pregunta la hora?
8.	Mba'è óra^pa hĩna.	Qué hora es?
9.	I-katú^pa èr-e mĩ xé-ve mba'è óra^pa hĩna ?	Puede decirme la hora?
10.	Mba'éixa^pa o-ñe-contestá? La una en punto. La una y media hĩna.	Cómo responde Ud.? Es la una en punto. Es la una y media.

1.	Mba'é ora^pa re-hó va.erã la dentista-pe ?	A qué hóra es su cita con el dentista ?
2.	La once y media.	A las once y media.
1.	Mba'é rã re-hó la dentista-pe ?	Para qué va al dentista ? O: Por qué va al dentista ?
2.	A-myaty rõ̀ uka-sé gui xe-rãi.	Porque deseo que me arregle los dientes.
1.	Mba'é^pa er-é la dentista-pe nde-rãi-ṙasý vo vé ?	Qué le dice Ud. al dentista cuando tiene dolor de muela ?
2.	Hȧ'é xu-pé xe-rãi-ṙasy há.	Le digo que me duele la muela, me duele el diente.
	Ei-pe'a nde-jurú	Abra la boca
	E-mbotý nde-jurú	Cierre la boca
	E-ndyvú	Escupa
	Hasý^pa ndé-ve ?	Le duele ?
	E-je-juru héi	Enjuaguese la boca
	Mboý^pa o-valé ko camisá ?	Cuánto cuesta esta camisá ?
	Ko camisá o-valé 200 guaranĩ.	Esta camisá 200 guaranies.
	Hepy-itereí.	Es muy cara.
	Hẽe pero i-porã.	Sí, pero la calidad es muy buena.
	Moõ^pa ikatú a-topá ṫembi-purù kuéra ?	Dónde puedo encontrar artículos para la cocinâ ?
	Yvaté segundo piso-pe o-ĩ olla, etc.	En el segundo piso Ud. encuentra ollas, etc.
	Moõ^pa ikatú a-joguá aspirina ?	Dónde puedo conseguir aspirinas ?
	Pe farmacia esquina-pe guá-pe.	En la droguería (farmacia) de la esquina.

Ndé^pa re-jahú cada día ?	¿Se baña Ud. todos los días ?
Hẽe, a-jahú.	Sí, me baño todos los días.
Mba'é-pe^pa re-jo-vahéi.	¿Con qué se lava la cara ?
Havõ ha y-pe.	Con agua y con jabón.
Re-ñe-hendyva'ó^pa cada día ?	¿Se afeita Ud. diariamente ?
Hẽe, cada día.	Sí, me afeito diariamente, con la máquina de afeitar.
Mba'é-pe^pa re-johéi nde-rãi?	¿Con qué se limpia Ud. los dientes ?
Cepillo de diente-pe.	Nos limpiamos con el cepillo de dientes y la pasta.
Mba'é-pe^pa re-ñe-peina ?	¿Con qué se peina ?
Kỹ̀-guá-pe.	Con la peine.

Survival Expressions

I.

Listen carefully. If you do not understand something, raise your hand. After I have given it twice I will ask you what it says. Ready ?	Pe-hendú porâ, há oĩ rò nḍa^pe-ntendé^i va, pe-hupi pènde po. Ha upéi a-henduka rire jevý peẽ-me dos vece, a-porandú ta peẽ-me, mba'é^pa la he-'í va. Oĩ ma^pa ?

II.

a.	'Mba'é ixa^pa penḍe ko'ẽ'? Pe-ntendé^pa ?	How are you this morning? Do you understand ?
b.	Oĩ rõ̀ nḍa^pe-ntendé^i va pe-poraṅdù va.erã mba'é^pa he-'i-sé.	If there's anyone of you who doesn't understand, ask.
c.	Mba'é^pa he-'i-sé la er-é va.ekue ?	What does it mean what you said ?
d.	Ko'ãg̃a ña-ñe'ẽ ta Paraguái-re. Oĩ^pa pe-poràndu-sé va ?	Now we'll talk about Paraguay. Is there anything you want to ask ?
e.	Xé ai-kuàa-sé oĩ-pa hetá indio Paraguái-pe.	I want to know if there are many Indians in Paraguay.

III.
Mba'é^pa rei-potá aj-apó ?

E-ñembo'ý (stand up)
E-guapý
Te re-hó pisarrón-pe.
E-jagarrá pe tisa.
E-scriví 'mba'é ixa^pa' pisarrón-pe.
Ko'ãg̃a e-moĩ jevý hendà gué-pe pe tisa.
E-jeré.
Te-re-ho jevý la nḍe-asiento-pe.
Ei-pe'á la nde-livṙo.
E-mbotý nde-ṙesá.
E-contá cuátro peve guaranĩ-me.

IV.
Clase, pej-e mĩ jevý:
A-karú kuré ixa.

Hatã̀ mi-vé, ha o-ño-ndive-pá.
'A-karú kuré ixa.'

Oĩ̀-porã. Pero anĩ pe-sapukái ti.

Ya re-mendá ma^pa?	Are you married?
Ne'ĩra guèteri.	Not yet.
Araka'é^pa re-mendá ta?	When are you getting married?
Nd^a-menda mo'ã^i nunca.	I'll never marry.
Mba'é re?	Why?
Ha-'é nte.	I'm just kidding.
Ej-u mĩ sapy'a-ité.	Venga un momentito.
Pya'é!	Quickly!
Aj-apurá a-ĩna.	I'm in a hurry.
Hi'ã-nte xé-ve roi^pytyvõ.	I wish to help you.
Mba'é^pa la o-ĩ va?	What's wrong?
Pe-ĩ ma^pa?	Ready ?
Ro-ĩ ma!	Ready !
O-ĩ ma^pa?	Okay?
O-ĩ ma!	Okay!
Xe^perdoná na, x-amigo.	Pardon me, my friend.
Xe^disculpa na xe-ṙa'y.	Excuse me, son.
Haimeté xe^nupã.	He came close to striking me.
Mba'é ixa^pa o-je-purú?	Cómo se usa?
Mba'é la rei-kuaa-se-vé va re-ĩna.	What else do you want to know?
Àra ḣakú hĩna, ajé^pa?	It's certainly hot, isn't it?
Ho'ysã̀-porã^pa pe ý?	Is the water nice and cool?
Xe^gusta la cafe ḣaku-porã.	I like my coffee good and hot.
Xé ro'ý a-ĩna.	I'm cold.
Opá o-ĩ va.	Everybody.
Ai-mẽ nde-ndivé.	I'm with you (I agree)!

Nda^i-pori provlema.	There is no problem. (No hay problema.)
Ja-jo-(h)exá ta upéi.	We'll see you later. (Nos vemos después.)
Mba rã̀-vé nd^oi-kó^i.	It doesn't matter. (It's not important.)
A-je-vale-se mĩ nde-pó re?	Can you give me a hand?
Guaranĩ-me mante a-ñe|ẽ̀-sé.	I want to speak only in Guarani.
Upe ixa mante re-aprendé ta.	That is the only way you will learn.

Unit Eight

CONTENTS

grammar points

1. Hag̃uã - 'para' - 'to', 'in order to'
2. -ĩna
   Two ways of forming the progressive
   1. hĩna 2.-ĩna with person prefixes
3. Há and hagué
   'that'
4. Há
   used to form 1. agentives from transitive verbs
   2. location noun phrases from intransitive verbs
   3. nominal phrases from verbs
5. Kué
   indicator of thing, state or action in past and no longer in force.
6. Va, vakué (va.ekué)
   va 'the one which' plus kué 'former', 'past'.
7. Rà
   indicating future
8. Vo (hag̃uã)
   can be used parallel in conjunction with verb of motion.
9. Rã (g̃uarã)
   'for [the benefit] of'
10. Je and Jo prefixes
    Reflexive and reciprocal
11. T, Te, Ta, To
    Desiderative prefix
12. -uká, ká
    Causative (with transitive verb stems)

13. RE, REHE
'of', 'about' (Sp. 'de')

14. 'Ỹ - Negative for subordinate clauses

15. REHEVE, REVE, RE
Indicator of object's being that which accompanies.

16. 'Ỹ plus RE(HE) - 'without'

17. PA - Admirative suffix (with superlative)

18. ṪEMBI - Derivation of nouns from verbs.

19. KUÉ - Use of kué-suffix

20. GUIGUÁ - Combination of gui and guá

vocabulary

Nouns
aguara'í
angujá
havõ
ḣepý
ka'aguy
ka.arũ
kaguijý
kesú
korapý
kuimba'é
kurú
manduví
mbói
mba'asý
mboká
mbyry'ái
mĕna
ñande-jará
pa'í
pombero
pucukué
ṙakã
ṙogué
ryguasú
syvá
tanimbú
ṫapé
tapití
ṫeté
toro
ṫymbá
typyxá

Verbs
angatá
guapý
hasê
henõi
Imo'ã
Ipurú
Japí
Japysaká
jokuá
kakuaá
kororõ
ma'ẽ
maña
mandu'á
mateá
mbo'é
mbojeré
mbohorý
mbombe'ú
mbosarambí
mḃoú
mbovó
moirũ
ñakãky'ó
ñangarekó
ndyvú
ñembo'ý
ñemitỹ
ñepyrũ
ñongatú
pená
pokó
poñỹ
popó
pu'aká
puká
pyrũ
rairò
rojá
roviá

rú
topá
turuñe'ẽ

Modifiers

hypý
kane'õ
kyhyjé
ñembyahýi
poxý
pukú
py
pya'é
rorý
ryĝuatã
taróva
tĩ
yvaté

Miscellaneous

oño-ndivé
sa'i-vé

PREPARATION STAGE

Program

(hag̃uã 'para; to; in order to')

1. Xẽ a-karũ ai-kove kove hag̃uã.	I live to eat. (Como para vivir.)
Ndé rei-kové re-karu hag̃uã.	You live to eat. (Vives para comer.)
Roj-ũ ko'á-pe ro-mba.apõ hag̃uã.	We came here to work. (Venimos aquí para trabajar)
2. How would you say:	
I study in order to learn.	A-studiá a-aprendé hag̃uã.
I work in order to earn money.	A-mba.apó a-gana hag̃uã plata.
We go to the library to read.	Ro-hó biblioteca-pe ro-leé hag̃uã.
3. Ro-aprende-sé guarani ikatu hag̃uã ro-ñe'ẽ prenḍe-ndivé.	We want to learn Guarani in order to be able to talk with you.
4. How would you say:	
I must learn Guarani in order to be able to work in Paraguay.	A-aprendè va.erã guarani ikatu hag̃uã a-mba.apó Paraguái-pe.
I must work in order to be able to help him.	A-mba.apò va.erã ikatu hag̃uã ai-pytyvò xu-pé.
5. Penḍe-mitã guèteri pe-sẽ ma hag̃uã la èscuela gui.	You boys are still too young to drop out of school. (Uds. son todavía [muy] jovenes para dajar de ir a la escuela.)
How would you say:	
You are still too sick to get out of [your] bed.	Nde-ṙasý guèteri re-pu'ã ma hag̃uã nde-tupã gui.

	You are too ugly to win the prize.	Nde-vaí re-ganá hag̃uã la premio.
	But in order to escape from this poverty we have to work.	Pero ña-sẽ hag̃uã ko mboriahú gui, ña-mba.apò va.erã.
	To get out of here we need money.	Ña-sẽ hag̃uã ko'á gui ñai-kotevẽ plata.
7.	He-'ĩ xé-ve a-sẽ hag̃uã ḣóga gui.	He told me to get out of his house.
	Carlos o-jeruré xé-ve a-há hag̃uã.	Carlos asked me to go.
8.	How would you say:	
	I told him to get out of my house immediately.	Ha-'é xu-pé o-sẽ hag̃uã xe-ṙóga gui pya'é.
	I told you to come fast.	Ha-'é ndé-ve rej-u hag̃uã pya'é.
	He told carlos to study until 10.	He-'í Carlos-pe o-studiá hag̃uã las dies pevé.
	Tell him to stay here until tomorrow.	Er-é xu-pé o-pytá hag̃uã ko'á-pe ko'ẽro pevé.
	Maria asked Joe to come.	María o-jeruré José-pe o-ũ hag̃uã.
9.	Compare:	
	1.	
	a. A-studiá hĩna.	I'm studying.
	b. A-studiá a-ĩna.	
	2.	
	a. Re-studiá hĩna.	You're studying
	b. Re-studiá re-ĩna.	
	3.	
	a. Ro-studiá hĩna.	We're studying.
	b. Ro-studiá ro-ĩna.	
	4.	
	a. Ja-studiá hĩna.	We're studying.
	b. Ja-studiá ña-ĩna.	
	5.	
	a. Pe-studiá hĩna.	You're studying.
	b. Pe-studiá pe-ĩna.	

6.

a. O-studiá hĩna.	He's studying.
b. O-studiá hĩna hikuái.	They're studying.

For all except third person singular two ways of forming the progressive are possible, one with hĩna, the other with -ĩna conjugated with the person prefixes. Actually the conjugated forms are used more frequently.

10. Use the conjugated forms to translate the following:

I'm walking.	A-guatá a-ĩna.
You're singing.	Re-purahéi re-ĩna.
We (incl) are speaking.	Ña-ñe'ẽ ña-ĩna.
We (excl) are reading.	Ro-leé ro-ĩna.
They are eating.	O-karú hĩna hikuái.

11. Contrast:

1.

a. He-'í o-ú ta há ko'ẽro.	He said that he'll come tomorrow.
b. He-'í o-ú hagué kuehe.	He said that he came yesterday.

2.

a. Carlos he-'í o-stùdia há.	Carlos says that he studies.
b. Carlos he-'í o-studiá hagué.	Carlos says that he studied.

3.

a. Ai-kuaá ndé há.	I know that it is you.
b. Ai-kuaá ndé hagué.	I know that it was you.

12. Note the following observations about the above pairs of sentences:
a. Certain verbs such as -'é 'to say' and Ikuaá 'to know' require há after the predicate of the following clause. há can be translated as 'that'.
b. The há becomes hagué in past time context.

13.	How would you say:	
	I know that you have a girl friend.	Ai-kuaá nde-chica ha.
	I know that you had a girl friend.	Ai-kuaá nde-chica hagué.
	Carlos told me that you will buy a new car.	Carlos he-'í xé-ve (ndé) re-joguá ta há peteĩ coche pyahú.
	Carlos told me that you bought a new car.	Carlos he-'í xé-ve (ndé) re-joguà hagué peteĩ coche pyahú.
14.	1.	
	a. Aj-apó ta Carlos he-'i há ixa.	I'll do it like Carlos says.
	b. Aj-apó ta Carlos he-'i hagué ixa.	I'll do it like Carlos said.
	2.	
	a. Aj-apó Carlos oj-apo há ixa.	I do it (or did it) like Carlos does.
	b. Aj-apó Carlos oj-apo hagué ixa.	I do it (or did it) like Carlos did.
15.	How would you say:	
	Write it like I do.	E-scriví xé a-scrivì há ixa.
	Write it like I did.	E-scriví xé a-scrivì hagué ixa.
	Eat it like we do.	Pe-'ú oré ro-'ù há ixa.
	Eat it like we did.	Pe-'ú oré ro-'ù hagué ixa.
16.	Ha'é o-mondá.	He steals.
	Ha'é monda há.	He is a thief.
	Ha'é oj-apó aó.	She makes clothes.
	Ha'é ao-apo há.	She is a seamstress.
	Ha'é kure-juka há.	He's a hog-butcher.
	Mba'è-apo há^pa pe tuja?	What is that old man (a doer of)?

Here the element _há_ is used to derive nouns from verbs. Notice that when the verb is transitive (can take a direct object) the resulting noun is agentive, that is, designates a doer of the verb action.

17. How would you say:

He is a _chipa_ seller. (vende)	Ha'é chipa-vendè há.
He is a mango eater. ('ú)	Ha'é mango-'ù há.
He is an _English_ _teacher_. (mbo'é)	Ha'é inglés-mbo'è há.
He is a milkman. (bringer of milk) (roja)	Ha'é kamby-roja há.

18. The element _há_ is used with a very limited number of verbs to form the agentive. The student will have to learn through usage which are used in this way.

19. A-há hĩna xe-ṙú o-karu _há_-pe hĩna.	I'm going to where my father is eating.
Ndé re-hó xé a-ha _há_-pe.	You go to where I go.

Here the element _há_ is used to derive location noun phrases from intransitive verb phrases. Compare the abouve sentences with _A-há hĩna peteĩ reunion há-pe_. 'I'm going to [where] a meeting [takes place].'

20. How would you say:

Go to where _he_ studies.	Te-re-ho ha'é o-studiá há-pe.
I'm coming from where _I_ work.	Aj-ú hĩna a-mba.apò há gui.
I'm going to where _you_ work.	A-há hĩna re-mba.apò há-pe.
Show me the woods where _he_ is hiding.	E-hexauká xé-ve la ka'aguý ha'é o-kañỳ há hĩna.

21. Contrast:

a. A-há ta la ha'é o-ho há-pe.	I will go to the place where he goes.
b. A-há ta la ha'é o-ho hagué-pe.	I will to to the place where he went.
c. A-há ta la ha'é o-ho ta há-pe.	I will go to the place where he will go.

Notice how the tense is indicated by há, hagué, ta há. Name the tenses these indicate:

há	present
hagué	past
ta há	future

22. How would you say:

You're going to go where I'll go.	Ndé re-hó re-ĩna xé a-hà ta há-pe.
I'm coming from where my father works.	Aj-ú a-ĩna xe-ṙ̃ú o-mba.apò há gui.
I'm coming from where my father used to work.	Aj-ú a-ĩna xe-ṙ̃ú o-mba.apò hagué gui.
I'm coming from where my father will work.	Aj-ú a-ĩna xe-ṙ̃ú o-mba.apò ta há gui.
You're going to where I came from.	Ndé re-hó aj-ù hagué gui.

23. a. Ja-ha há óra ma. (cp. óra ma ja-hà haguã 'ya es hora de irnos.')	Ya es hora de irnos. It is time to go.

Here há is used again to derive a noun clause (ja-hà há 'our going' or 'that we go') from a verb clause (ja-há 'we go'). Ja-hà há óra is literally equivalent to 'the hour that we go' or 'the hour of our going'.

24. How would you say:

It is time to finish it.	Jaj-apò-pa há óra ma.
The day we come he will leave.	Roj-ù há ára-pe ha'é o-sẽ ta.
The day we came he left.	Roj-ù há ára-pe ha'é o-sẽ vakue.

25. Contrast:

Voluntario	Volunteer
Voluntàriokué	Ex-volunteer, former volunteer
Xe-tio ṙóga	My uncle's house
Xe-tio ṙògakué	My uncle's former house
Ñ̇ete	His body
Ñ̇etekué	His cadaver
Ñ̇epý	Its going price
Ñ̇èpykué	The price paid, what the price was

Note that kué refers to a thing a state or an action in the past and no longer in force.

26. How would you say:

Ex president	Presidentekué
Abandoned farm	Kokuekué
Former priest	Pa'ikué
What was once a road	Ṫapekué
One-time secretary	Secretariakué

27. Contrast:

1.

a. Mba'é^pa la re-porandu-sé va?	What is it you want to ask?
b. Mba'é^pa la re-porandu-sé vakue?	What is it you wanted to ask?

2.

a. Pe karaí re-hexá va xe-tió.	That man you see is my uncle.
b. Upe karaí re-hexá vakue xe-tió.	That man you saw is my uncle.

3.

a. Kõva^pa la re-joguá ta va ?	Is this what you're going to
b. Kõva^pa la re-joguá vakue ra.è ?	Is this what you bought ?

You can see that vakue (or va.ekue, as it is frequently pronounced) is a combination of va 'the one which' and kué 'past, former'.

28. How would you say ?

What is it you are saying ?	Mba'é^pa la èr-e va re-ĩna ?
What is it you were saying ?	Mba'é^pa la er-é vakue re-ĩna ?
That book is the one I want.	Péva pe livro la ai-potá va.
That book is the one I wanted.	Péva pe livro la ai-potá vakue.
Would you show us the pig I'm buying?	E-hexauka mĩ oré-ve la kuré a-joguá va a-ĩna ?
Would you show us the pig I bought ?	E-hexauka mĩ oré-ve la kuré a-joguà vakué ?

29. a. Xe-tio-ṙoga o-kái vakué.	My uncle's house burned down. (remote past)
b. Upé óga o-kái vakue xe-tio-mba'é.	That house that burned down was my uncle's.

Distinguish carefully between the two uses of vakue. In a. vakue is simply the remote-past indicator; in b. vakue means 'the one which [burned]'.

30. How would you say ?

My father's mother was sick.	Xe-ṙu-sý ḣasỳ vakué.
The woman who was sick is my father's mother.	Upe kuñà-karaí ḣasỳ vakué la xe-ṙu-sý.
The woman who is sick is my father's mother.	Upe kuña ḣasý va la xe-ṙu-

31. Contrast:

a. Maestrakué	Former teacher
b. Maestra	Teacher
c. Maestrarã	Future teacher

2.

a.	Pà'ikué	Ex-priest .
b.	Pa'ĩ	Priest.
c.	Pà'irã	Priest-to-be.

3.

a.	Ṫembi-'uké	What was eaten.
b.	Ṫembi'ú	Ready food.
c.	Ṫembi-'urã	The makings of food.

It is tempting to say that Guarani nouns inflect for tense, that *rã* indicated future tense just as *kué* indicates past tense for nouns.

32. Observe the idiomatic use of *rã* in the following:

1.	Carlos oj-apó ta ḣogară.	Carlos will make himself a home (what will be his home).
2.	Aj-apó ta nde-ṙembi-'urã	I will fix your food (what will be your food).

33. How would you say:

He's studying to be a priest.	Péva o-studiá pà'irã.
That's my fiancée.	Péva xe-ṙembirekorã.
She's studying to be a teacher.	O-studiá maestrarã.

34. At this point is should be easy to see that *vakue* (or *va.ekue*) and *hagué* consist of *va* or *ha* plus the past indicator *kué*. (In *hagué* the element *kué* takes the form *gué*.)

35. Compare the following ways of saying approximately the same thing:

1.

a.	Aj-ú a-aprendè hağuã guarani.	I came to learn Guarani.
b.	Aj-ú a-aprendé *vo* guaranĩ.	

2.

a.	Juan o-u-sé xe^visità hağuã.	Juan wants to come to visit me.
b.	Juan o-u-sé xe^visitá vo.	

3.

a. A-há a-jepe'è *hağuã*.	I'm going to gather firewood.
b. A-há a-jepe'é *vo*.	

The difference between these is possibly parallel to the difference between the Spanish sentences.

Vine *para* aprender.
Vine *a* aprender.

Juan quiere venir *para* visitarme.
Juan quiere venir *a* visitarme.

It should be noted that *vo* is used in this way (parallel to *hağuã*) only in conjugation with a verb of motion, like 'go, come, etc.', and with a few words that are not motion verbs. In order to say 'He studies to learn', one can say *O-studiá o-aprendè hağuã*, but not *O-studiá o-aprendé vo*.

Some other common expressions in which *vo* can substitute for *hağuã* are:

Ogue-rekó obligación o-ñe-presentá *vo*.	He has the obligation to present himself.
Ogeu-rekó permiso o-hó *vo*.	He has permission to go.
Nḍ^o-tĩ^ri o-jeruré *vo*.	He's not embarrassed to ask.

36. Similarly *varã* (or *va.erã*) and *hağuã* consist of *va* or *ha* plus the future-potential indicator *rã*. (In *hağuã* the element *rã* takes the form *ğuã*.)

37. Incidentally you may occasionally hear or feel the need to use a word which indicates 'something that was supposed to be but didn't turn out'. As you might guess, such an expression is formed with both the rà and kué suffixes together: pa'irãngué	a would-be priest who decided not to go through with it; a seminary drop-out.
38. The suffix rã occurs also in the expression that translates 'for (the benefit of); para'.	
María-pe g̃uarà.	for María
Mitã-me g̃uarã	for the boy
xe-ve g̃uarã	for me
39. Two common ways of saying the same thing are shown below:	
a. Aj-apó ta María-pe ḣogarã.	
b. Aj-apó ta peteĩ óga María-pe g̃uarã.	
What is the meaning of these sentences?	I'll build a house for Maria.
40. Using the -pe g̃uarà option for translating 'for', how would you say:	
I bought a gift (regalo) for my mother.	A-joguá peteĩ regalo xe-sy-pe g̃uarà.
What shall I do for you-all?	Mba'é^pa aj-apó ta peẽ-me g̃uarà.
Would you bring a book for him?	Eguè-ru mĩ peteĩ livro ixu-pe g̃uarã.
41. Examine these examples of the use of g̃uarã:	
La camión Paraguaý-pe g̃uarã.	The bus to Asuncion. Omnibus para Asunción.
Ko yvyrá Argentina-pe g̃uarà.	This wood is destined for Argentina.
Ja-hejá carta á-pe g̃uarà.	Let's leave the letter addressed to here.

42. How would you say:

The passengers (pasajeros) destined for Encarnación.	La pasajeros kuéra Encarnación-pe g̃uarã.
Wheat destined for the flour factory. (fabrica de harina)	Trigo, fabrica de ariña-pe g̃uarã.

43. G̃uarã is also used with adverbs of time.

Ko'ẽro g̃uarã	for; by tomorrow·
Este diá g̃uarã	for; buy today

How would you say:

For this weekend.	Ko semana-pa há-pe g̃uarã.
By next week.	Pe semana-ou va pe g̃uarã.
By day after tomorrow. (Ko'ẽ ambuẽ ro)	Ko'ẽ ambuẽ ro g̃uarã.

44. Contrast the following:

Ko t̃embi'ũ ko'ẽ ro g̃uarã.	This food is for tomorrow.
Ko t̃embi'ũ kuehe g̃uaré.	This is yesterday's food.

Notice that ré is a variant of kué used with gua.

45. How would you say:

I'm going for a walk.	A-há a-guatá vo.
I'll go to the library to study.	A-há ta biblioteca-pe a-studiá vo.
Doña María will come to help him.	Ña María o-ú ta oi-pytyvõ vo xu-pé.
He has an obligation to come.	Ogue-rekó obligación o-ú vo.
Let's go and eat.	Ja-há ja-karú vo.
Let's go now and sleep.	Ja-há ma ja-ké vo.

46. Contrast:

(transitive) ro-juká	we kill
(reflexive) ro-je-juká	we are killed (kill ourselv
(reciprocal) ro-jo-juká	we kill each other

You learned earlier that the reflexive is formed with the prefix je. Je functions somewhat like the !se' in Spanish. It is generally translated by the possive in English. With what prefix is the reciprocal formed.

Jo

47. The reciprocal form indicates that persons perform an action reciprocally, that is, on _____ _____.

each other

48. Whereas riciprocal means that two or more people act on each other, reflexive means that the subject acts upon itself or, more frequently, that the subject is acted upon by one (or more) indefinite third person(s).

49. How is it that the reciprocal typically requires two or more persons and reflexive requires only one or more?

If you can't answer, think about it some more.

50. Contrast the reflexive and reciprocal paradigms. Note how regular their forms are.

reflexive		reciprocal	
A-je-juká ta	I'll kill myself		
Re-je-juká ta	You'll kill yourself		
O-je-juká ta	He'll kill himself		
Ro-je-juká ta	We'll kill ourselves	Ro-jo-juká ta	We'll kill each other
Ja-je-juká ta	We'll kill ourselves	Ja-jo-juká ta	We'll kill each other
Pe-je-juká ta	You'll kill yourselves	Pe-jo-juká ta	You'll kill each other
O-je-juká ta	They'll kill themselves	O-jo-juká ta	They'll kill each other

51. In certain cases (idioms?) the first person singular occurs in the reciprocal form: Aj-jo-topá ta don Lotario-ndi.

Me encontraré con don Lotario

52. How would you say:

They will hurt (Japí) themselves.	O-jej-apí ta hikuái.
They will hurt each other.	O-joj-apí ta hikuái.
It is known already.	O-je-kuaá ma.

53. Translate the following:

Ro-jo-kuaá ma.	We already know each other.
Ro-jo-topá ta escuela-pe.	We will meet each other at the school
Ña-ño-pytyvô!	Let's help each other!

54. Study the following:

T-a-puká	I'i like to laugh (que me ría)
Er-é xu-pe t-o-ú	Tell him to come (dígale que venga)
E-guapý t-a-mombe'ú ndé-ve	Sit and let me tell you.
T-a-há t-a-rú xe-árpa.	Let me go and bring my harp.
Ta-pe-hó	I'd like you to go.

We will call the prefix ta, with its alternate shapes t and other shown below, the DESIDERATIVE prefix. A word form which has this prefix will be called a DESIDERATIVE FORM. We will gloss isolated desiderative forms as in the paradigm below, but you should recognize that the gloss or an equivalent Spanish gloss is quite unsatisfactory.

55. Paradigm

T-a-há	I'd like to go.
Te-re-hó	I'd like you to go.
T-o-hó	I'd like him to go.
To-ro-hó	I'd like us to go.
Ta-ja-há	I'd like us to go.
Ta-pe-hó	I'd like you to go.
T-o-hó	I'd like them to go.

There are four alternate shapes of the desiderative prefix. What are they?	t; te; ta; to

56. Can you describe where each of the alternants is used? Look at the following additional examples of the desiderative form of Quality Verbs and then try.

Ta-xe-mandu'á	I'd like to remember
Ta-nde-mandu'á	I'd like you to remember
Ta-i-mandu'á	I'd like him to remember
Ta-ore-mandu'á	I'd like us to remember
Ta-ñande-mandu'á	I'd like us to remember
Ta-pende-mandu'á	I'd like you to remember

57. Is the following description correct? 'The desiderative prefix ta has the alternant t before the 1st and 3rd person prefixes a- or o-; te before the 2nd person prefix re-, to before the 1st person plural prefix ro- and ta elsewhere.'	It is correct.
58. How would you say:	
I'd like to study	T-a-studiá
Tell him to study	Er-é xu-pe t-o-studiá
Tell us to study	Er-é oré-ve to-ro-studiá
I'll tell you-all to study	Ha-'é pee-me ta-pe-studiá
59. Contrast:	
1.	
a. A-scriví ta petei carta.	I'll write a letter.
b. A-scrivĩuká ta petei carta.	I'll have a letter written
2.	
a. A-juká vakue pe kuré.	I butchered the hog.
b. A-jukàuká vakue pe kuré.	I had the hog butchered.
3.	
a. O-henõi Carlos-pe.	He called Carlos.
b. O-henòiuká Carlos-pe.	He had Carlos called.

We will call the uká suffix the CAUSATIVE. It occurs only with transitive verb stems, and the resulting verb indicated that the subject has someone else perform the action indicated in the verb.

60. Look for the alternate form of the causative suffix:	
Ague-ruká kurĩ pe jepe'á.	I had him bring the firewood.
A-mb̥yendyka-sé ko t́ata.	I went to have the fire lit.
Ei-puruka mĩ xé-ve 20.	Loan me 20.
Mba'éˆpa he-'iká ndé-ve?	What did he have you tell?

Actually the causative suffix has two forms, uká and ká, both of which may be used with any stem. However, most frequently it seems, the ká variant is used following the vowel u or y.

61. Make the following verbs causative by adding the causative suffix alternant uká, and translate.

Ai-pytyvõ ta.	Ai-pytyvõuká ta. I'll have him helped.
A-pagá	A-pagàuká. I'll have him paid.

62. Make the following verbs causative by adding the causative suffix alternant ká.

A-rú (I bring)	A-ruká I have it brought
Aj-apó	Aj-apouká I have it made.

63. Observe carefully the meaning of the following causative verbs:

Ai-kuaàuká	I inform	(Make it known to someone)
A-hexàuká	I show it	(Make it seen by someone)
Ai-puruká	I loan it	(Make it used by someone)

64. How would you say? (Use either the ká or uká alternant)

I will have that room cleaned.	A-mḅopotĩuká pe kotý.
I'll have a house built.	Aj-apouká peteĩ óga.
I'll inform him (make him know) that José is in the house.	Ai-kuaàuká ĩxu-pé José õ-i há óga-pe.
I'll have a book sent to my uncle.	A-rahauká ta peteĩ livro xe-tió-pe.
Would you have a Coca Cola brought to me in my room.	E-ruka mĩ xé-ve peteĩ coca-cola xe-kotý-pe.
Would you get someone to light this fire.	E-mḅyendyuka mi ko ṫatá.

65. Review the person paradigm of *re*.

xe-rehé	ore-rehé ñande-rehé
nde-rehé	pende-rehé
hesé [kuéra]	

Note that the form *re* generally occurs after nouns, but the form *rehe* after pronouns. *Hesé*, the form of *re* with the 3rd person pronoun is irregular.

66. Observe the following sentences:

1. A-ñangarekó ta nde-rehé.	I'll take care of you.
2. A-mba.apó yvý re.	I work the land.
3. Xe-mandu'á Carlos re.	I remember Carlos.
4. Xé a-mḅomandu'á ta hesé.	I'll tell about him.
5. E-ma'è Carlos re.	Look at Carlos.
6. E-maña i-travajó re.	Observe his work.
7. Ani re-pokó ko'ã kuatiá re.	Don't touch these papers.
8. Mba'é^pa o-ñe'è vaí xe-rehé?	Who is gossiping about me?

As you can see, the post-position *re* (or *rehe*) is used in many ways. It is required with the complement of many verbs, including those used in the above sentences. Study their Spanish equivalents!

A-ñangarekó ...*re*	Cuido *de*...
A-mba.apó [yvy] *re*	Cultivo la tierra
Xe-mandu'á...*re*	Me acuerdo *de*...
A-mḅomandu'á...*re*	Cuento *de*...(hago recordar de)

A-ma'ẽ...*re*	miro...
A-maña...*re*	observo...
A-poko...*re*	toco...
A-ñe'ẽ vaĩ...*re*	Hablo mal de...
A-jerure...*re*	Pido...por...

It is impossible to give an English or Spanish gloss for *re*. Spanish *de* is closer than English *of* or *about*. Perhaps it is best simply to think of *re* as marking the complement of certain verbs.

67. How would you say?

1. Don't touch (poko) that car.	Ani re-pokó pe coche re.
2. Look at me.	E-ma'ẽ xe-rehé.
3. I don't remember it.	Nda^xe-mandu'á^i hesé.
4. Would you please take care of my mother.	Ė-ñangereko mĩ na xe-sý re?

68. English has more than one way of forming negative expressions:

Not paid =
    unpaid
    payless
    without pay, etc.

Also: If I had not gone =
    Unless I had gone
    Without my going
    But for my going, etc.

69. Guarani is not so versatile in this respect as English, but there is one alternative to the *nda^...^i* type of negative that is very common. This is the postfix *'ỹ*. The *'ỹ* negative is used typically to negate subordinate clauses.

70. Contrast:

1.

a. Er-e xu-pé t-o-ú	Tell him to come.
b. Er-e xu-pé t-o-u 'ỹ.	Tell him *not* to come.

2.		
a.	E-penã́ ha hesé.	Pay attention to him.
b.	E-pena'ỹ́ ha hesé.	Don't pay any attention to him.
3.		
a.	Re-me'ẽ̀ rõ̀ xé-ve roi-nupã̀ ta.	If you give it to me I'll hit you.
b.	Re-me'ẽ'ỹ̀ rõ̀ xé-ve roi-nupã ta.	If you don't give it to me, I'll hit you.
4.		
a.	Á-pe o-ú o-mba.apo-sé va-nte.	Here comes someone who wants to work.
b.	Á-pe o-ú o-mba.apo-se'ỹ́ va-nte.	Here comes someone who doesn't want to work.
5.		
a.	Cuerpo de Paz-pe oi-ké o-studia-sé va guaraní.	Those who want to study Guarani enter the Peace Corps.
b.	Cuerpo de Paz-pe oi-ké o-studia-se'ỹ́ va guaraní.	Those who don't want to study Guarani enter the Peace Corps.

71. How would you say:

Tell him not to go.	Er-ẽ́ xu-pé t-o-ho'ỹ́ (Er-ẽ́ xu-pé anĩ hag̃uã o-ho.)
If I don't study, she gets mad at me.	A-studia'ỹ́ rõ̀, ha'é i-poxý xe-ndivé.
I came so as to not speak in English.	Aj-ú a-ñẽ̀'e'ỹ́ hag̃uã ixa inglés-pe.
I bought clothes that won't shrink. (o-je...)	....

72. You are familiar with two elements which translate as 'with' ndi (-ndivé with pronouns) and -pe.

a.	O-sẽ i-sý ndi.	He left (in company) with his mother.
b.	O-ñõ̀-rairõ̀ peteĩ jaguareté ndi.	He fought with (or against) a tiger.
c.	O-karũ ṫembi-purú-pe.	He eats with (by means of) utensils.

73. Contrast these with another postposition which also translates as 'with', but in a slightly different sense:

a. O-kaný platâ reheve.	He escaped with the money.
b. Ho-'u-sé cocido kamby reheve.	He wants to drink cociko with milk.

74. Ndi and reheve are similar in meaning the difference between them is crucial. Compare:

Aj-ũ re-ṙũ ndi.	I cam (in company) with my father.
Aj-ũ la platá reheve.	I came with the money.

The difference can be stated as follows:
Ndi is used to indicate that its object is the thing being accompanied or participated with.

Reheve is used to indicate with its object is the thing which accompanies.

75. Reheve is usually shortened to reve or simply re.

76. How would you say: (Use re for reheve)

Carlos left with his book.	Carlos o-sê i-livro re.
I like meat with salt.	Xeˆgusta so'o juký re.
Siempre (tapia) anda (oi-kó) con su portafolio.	Tapia oi-kó i-portafolio re.
Don Carlos came with his dog.	Don Carlos o-ú hymba-jaguá re.

77. It was seen above that the idea of 'with' is expressed in different ways in Guarani, depending on which meaning is intended. The three postposed elements used to express 'with' are:

(in company or participating with)	ndi
(which accompanies)	re(heve)
(by means of)	-pe

78. Observe how 'without' is expressed. Contrast:

1.	
a. O-sẽ i-sý ndi.	He left with his mother.
b. O-sè i-sý'ỹ re(he).	He left without his mother.
2.	
a. O-sẽ hymba-jaguá re(he)ve.	He left with his dog.
b. O-sẽ humba-jaguá'ỹ re(he).	He left without his dog.
3.	
a. O-karú ṫembi-purú-pe.	He eats with utensils.
b. O-karú ṫembi-puru'ỹ re(he).	He eats without utensils.

Notice that 'without' in each of the above cases is expressed in the same way: 'ỹ plus re (or rehe).

79.

1.	
a. Hé la ṫembi-'ú.	The food is good.
b. He-té la ṫembi-'ú	The food is very good.
c. He-té-pa la ṫembi-'ú.	How very good the food is.

The pa in c. is neither the question marker ˆpa nor the totality pá. It is an unstressed suffix linked by a hyphen usually to the eté superlative. We will call it the ADMIRATIVE pa. Other examples:

2.	
a. A la púxa nde-arhel-eté-pa!	Gee, how hard you are to get along with!
b. A la púxa i-pohỹi-eté-pa ko valiha!	Gee, how heavy this suit-case is!

80. How would you say:

How very pretty this Gladys is!	I-porà-ité-pa ko Gladys!
How very white these clothes are!	Morotì-eté-pa umĩ aó!
How very difficult this Guarani is!	Ḣasy-eté-pa ko ava-ñe'è!
Gee, how stupid you are!	A la púxa nde-tavy-eté-pa!

81. You are already familiar with the use of ṫembi to derive nouns from verbs. Note the following examples:

Ṫembi-'ú	Food (lo que se come)
Ṫembi-purú	Utensil (lo que se usa)
Ṫembi-apó	Work (lo que se hace)
Ṫemḅi-mbo'é	Teaching or disciple (lo que se enseña)
Ṫemḅi-mondó	Messenger (el que se envía)
Ṫembi-reko	Wife (lo que se tiene por excelencia)
Ṫembi-potá	Desiteratum (lo que se desea)
Ṫembi-exá	Spectacle (lo que se ve)

82. Observe the use of another suffix kué---not the past indicator.

Pyharekué	at night; during the night
Arakué	during the day
Asajekué	during the siesta
Ka'arukué	during the late afternoon
Pukukué	length (puku / long)
Yvatekué	height (yvate / tall)
Hypykué	depth (hypy / deep)

Summary

HAGUA 'para' - 'to', 'in order to'

A-studiá a-aprendé hagua.	I study in order to learn.
Rej-ũ ko'á-pe re-mba apó haguã.	You came here to work.

-ĨNA Two ways of forming the progressive:

1. hĩna
2. -ĩna with person prefixes:
   a-ĩna, re-ĩna, ro-ĩna, ja-ĩna, pe-ĩna

O-purahéi hĩna	He is singing
A-studiá hĩna	I am studying
A-studiá a-ĩna	

HÁ and HAGUÉ 'that'

Some Verbs require há after the predicate of the following clause. In past tense há becomes hagué.

Ai-kuaá ndè há.	I know that it is you.
Ai-kuaá ndè hagué.	I know that it was you

HÁ is used to form:

1. agentives from transitive verbs
2. location noun phrases from intransitive verbs
3. nominal phrases from verbs

1. Ha'é mango-'u há.	He is a mango eater
Ha'é kamby-roja há.	He is a milkman.
2. A-há hĩna re-mba.apo há-pe.	I'm going to where you work.
Te-re-hó ha'é o-studiá há-pe.	Go to where he studies'
3. Aj-apó ta Carlos he-'ĩ há ixa.	I'll do it like Carlos says.
Aj-apó ta Carlos he-'ĩ hagué [illegible]	I'll do it like Carlos [illegible]

KUÉ

Indicator of thing, state or action in past and no longer in force.

Voluntàriokué	Former volunteer
Kokuekué	Abandoned farm

VA, VAKUÉ (VA.EKUÉ)

Va 'the one which' plus kué 'former', 'past'.

1. Pe karaí re-hexá *va* xe-tió.	That man you *see* is my uncle.
2. Upe karaí re-hexá *vakué* xe-tió.	That man you *saw* is my uncle.

RÃ

indicates future

Maestrarã	future teacher
Carlos oj-apó ta ḣógarã.	Carlos will make himself a home.

RÃ (GUARÃ)

'for [the benefit] of'

Xé-ve g̃uarã	for me
Aj-apó ta María-pe ḣógarã.	I'll build a house for Maria.
La semana o-ú va-pe g̃uarã.	By next weekend.

VO (HAGUÃ)

Vo is used parallel to hag̃uã in conjunction with a verb of motion.

Ogue-rekó permiso o-hó *vo*.	He has permission to go.
Ogue-rekó permiso o-hó *hag̃uã*.	He has permission to go.

JE and JO prefixes

Reflexive and Reciprocal

Pe-je-juká ta	You'll kill yourselves.
Ro-jo-kuaá	We know each other.

T, TE, TA, TO

Desiderative Prefix

T-o-hó	I'd like him to go.
Te-re-hó	I'd like you to go.
Ha'é pee-me ta-pe-studiá	I'll tell you-all to study.
Er-é oré-ve to-ro-studiá	Tell us to study.

-UKÁ, KÁ

Causative (with transitive verb stems)

A-scriviuká ta peteĩ carta.	I'll have a letter written.
Ei-purũka mi xé-ve ₲s 20.	Loan me $20.

RE
REHE

after nouns
after pronouns
'of; about' - (Sp: 'de')

A-mba.apõ yvý re	I work the land.
O-ñangarekó ta nde-rehé.	He'll take care of you.

'Ỹ

Negative for subordinate clauses

Er-é xu-pé t-o-u'ỹ	Tell him not to come.

REHEVE, REVE, RE

Indicator of object's being that which accompanies.

Aj-ú la plata reheve.	I came with the money.
Xe^gustá so'ó jukỹ re.	I like meat with salt.

'Ỹ plus RE(HE)

'without'

O-sè hymba-jagua'y re(he).	He left without his dog.
O-karũ tembi-puru'y re(he).	He eats without utensils.

PA

Admirative suffix (with superlative).

Ȟasy-eté-pa ko ava-ñe'ẽ.	How very difficult this Guarani is !
I-porà-ité-pa ko Gladys.	How very pretty this Gladys is !

1E

ṪEMBI	Derivation of nouns from verbs	
	Ṫembi-mondó	Messenger
	Ṫembi-puru	Utencils
KUÉ	Use of kué-suffix	
	Ka'arukué	during the late afternoon
	Yvatekué	height

Classroom Expressions

1.	Araka'é^pa ja-pytu'ú ta?	When will we take a break?
2.	Ko'ãğa ja-pytu'ú ta dies minutos.	Now we'll take a 10-minute break.
3.	Mba'è óra^pa jai-kè jevỳ va.erà.	What time are we supposed to return to class?
4.	Jai-kè jevý ma va.erã^pa clase-pe?	Are we supposed to go back to class now?
5.	I-katũ^pa ro-pitá clase-pe?	Can we smoke in class?
6.	Ja-há ja-'ú peteĩ coca-cola.	Let's go have a coke.
7.	Ja-há ja-'ú café.	Let's go have some coffee.
8.	Regue-rekó^pa peteĩ cigarrillo?	Do you have a cigarette?
9.	Ña-sẽ py, i-pũ ma la campanilla.	Let's go outside, the bell has rung.
10.	Pe-ñatende mĩ xe-rehé.	Give me your attention!
11.	Mba'é^pa pe-porandu-se-vé?	Are there any other questions?
12.	Ndé há.	It's your turn.
13.	Nḍa^nde há^i guèteri.	It's not your turn yet.

Moral Advice

1.	Anĩ nde-ñaña pe nde-ṙapixá ndi.	Don't be bad.
2.	Ej-apȯ ndé la ikatú va ha ñandejara oj-ȧpó ta hembyré.	Do what you can and God will do the rest.

Memorize

1.	Ḣakú la mbyry'ai.	The heat is terrible.
2.	Plata'ỹ re nda^ja-vy'á^i.	Without money there is not happiness.
3.	Tarde ma ha nda^xe-ka'á^i.	It's late now and I don't have any tea.
4.	Ha xe-ryguasú karapé nḍ^o-mbo'á^i.	And my short-legged chicken doesn't lay.

Survival Expressions

1.	Boy, it's hot, isn't it?	Ara ḣakú hina, ajé^pa?
2.	Is the water good and cool?	Ho'ysà porà^pa pe ý?
3.	I like my coffee good and hot.	Xe^gustá la café ȟaku porà.
4.	I'm cold.	Xe-ro'ý a-ina.

5.	Mbový^pa i-pukukué?	Qué longitud tiene?
6.	Mbový^pa ij-yvatekué?	Cuanto tiene de alto?
7.	Te re-hó ñande-jara ndive.	Vaya con Dios.
8.	Ñandé-jara ta nde^rovasá.	Que Dios te bendiga.
9.	Ej-ú xe^moirũ.	Come, follow me.
10.	Mbegue mi-vé.	A little slower.
11.	Ḛ-ñ̇a.aro mĩ.	Wait a bit.
12.	Ñandé ña-ño-pytyvõ̀ oño-ndive.	We should help each other.
13.	Mba'ẽ la rei-kuaa-se-vé va re-ĩna.	What else do you want to know?
14.	A-haihú xe-ṙetã-me.	I love my country.
15.	Anĩ ke teĩ er-é mba'evé avavé-pe.	Don't tell anyone anything.

Ta-nḍe-ko'è porã.	Good night.
Ei-puruka mĩ 'xé-ve peteĩ ₲s 20.	Loan me a $20.
Ani nde-resarái !	Don't forget !
Ani nde-poxý ti xé-ndivé !	Don't be angry with me !
Nda^xe-poxý^i nḍe-ndivé	I'm not angry with you.
Nda^ḣepý^i.	It's not expensive.
Nd^ai-kuaa-pa^i.	No lo sé todo.
Nḍa^i-porã^i xé?ve g̃uarã.	No me conviene.
Nd^a-rekő^i.	No tengo.
Nd^a-roviá^i.	No lo creo.
Mbovy^pa re-pagá ra.è upeva rehe ?	How much did you pay for that ?
Mbovy^pa rei-potá kőva rehe ?	How much do you want for this ?
A-jeruré ta ndé-ve peteĩ mba'é.	I will ask you for something .
Mba'é^pa la re-jerure-sé va xé-ve ?	What do you want to ask me?
Ei-puruká xé-ve la nde-coche.	Lend me your car.
Mba'é re^pa nde^rej-ú^i xe-ndivé ?	Why didn't you come with me ?
Nda^ikatú^i gui.	Because I couldn't.
Nde-rehe-nte upéva.	Como guste o como quieras.
Nde-rehe-nte o-depende.	De tí no más depende.
Nde-gusta-há ixa-nte.	Como te guste no más.
E-pena'ỹ na upéva re.	No se preocupe por eso (ello).
E-pena'ỹ na hesé.	No le hagas caso.
Ja-ha reĩ katu hesé.	Vamos en pos de ello.
A la puxa re-ka'ũ jevý ma !	Good grief, you're drunk again !
O-guahẽ ta las dos guá camión-pe.	He will arrive on the two o'clock bus.

PREPARATION STAGE

Program

1. Contrast the following:

O-hó ta	He will go.
O-hó ne	He will (possibly), go.

Notice that the particle ta expresses a future idea about which there is no doubt in the mind of the speaker while ne indicates that it is the hypothesis or opinion of the speaker the expressed action will probably be carried out. We will call the ne the HYPOTHETICAL FUTURE.

2. how would you say?

He will come (probably).	O-ú ne.
We will wait (probably).	Ro-ha.arõ ne
They will buy it (probably).	O-joguá ne hikuái.

3. In many cases ne is translated with the conditional tense in Spanish or the 'would plus-VERB' in English.

How would you do that?	Mba'é ixa^pa rej-apó ne upéva?
If you go, would he come?	Re-hó rõ̀, o-ú ne^pa ha'é?

4. How would you say?

Would you work in a steel factory?	Re-mba.apó ne^pa peteĩ fábrica de acero-pe?
Would you stay if he comes?	Re-pytá ne^pa o-ú rõ̀ ha'é?

5. The hypothetical future ne is used generally where the Spanish future of probability is used. It can often be translated by 'must'; 'must be'; 'must have'; etc., (depending on the tense).

Maestra oi-mẽ ne escuela-pe.	La maestra estará en la escuela. (...must be at school.)
Xe-hermano ne péva.	Ha de ser mi hermano. (That must be my brother,)

6. Notice how the negative of ne is formed in the following:

O-mba.apó ne fábrica-pe.	He would (probably) work in a factory.
Nd^o-mba.apò^i xé-ne fábrica-pe	He (probably) wouldn't work in a factory.
Oj-apó ne.	He will (probably) do it.
Nd^oj-apò^i xé-ne.	He (probably) wouldn't do it.

7. How would you say?

He will (probably) go.	O-hó ne.
I would (probably) stay if he were to come.	A-pytá ne o-ú rõ̀ ha'é.

8. Contrast the following:

He-'í kurĩ o-ú ta há.	He said that he would come.
He-'í kurĩ o-ú ne haguã.	He said that he might come.

Notice that the conjunction há takes the form haguã after the Hypothetical Future.

NOTE: The form ne haguã occurs in a subordinate clause with any verb, but only a very limited number of verbs can serve in the main clause before a subordinate clause with ne haguã.

9. Translate the following into Guarani:

I said that I would probably go.	Ha-'ẽ́ kurì aj-ṹ ne haguã.
he says that you-all would probably come.	He-'ĩ́ o-ṹ ne haguã.

10. Examine the following:

Ha'ã́ mo'ã kurì tujú pe.	I almost fell in the mud.
A-hã́ mo'ã nde-r̃̇óga-pe pero o-ký.	I was about to go to your house but it rained.

Notice that the particle mo'ã is used to indicate something which almost happened but didn't.

11. how would you say:

a. I was about to study the lesson but John interrupted me. (xe^interrupí)	A-studià mo'ã la lección pero xe-interrupì Juan.
b. I was about to eat breakfast but he came. (and I didn't)	A-rambosà mo'ã pero o-ú ha'é.
c. he was about to go downtown but his mother didn't want him to.	O-hò mo'ã centro-pe pero nd^oi-potá^i i-sý.

12. You have already had va.erã which means 'to have to' or 'should'. Compare the following:

A-ha va.erã.	I should go.
A-ha mo'ã.	I almost went (but didn't).
A-ha va.erã̀ mo'ã.	I should have gone (but I didn't).

13. how would you say:

I should have studied this afternoon.	A-studià va.erã̀ mo'ã ko ka'arú.
he should have fed the chickens.	O-mbongarú va.erã̀ mo'ã la ryguasũ̀ kuéra.
We should have gone early.	Ja-hà voí va.erã̀ mo'ã.

14. This combination of va.erã plus mo'ã is often used after an if clause marked by rire in the following way:

O-ú rire, Carlos, a-hà va.erã̀ mo'ã.	If Carlos had come, I would have gone.
Oi-kó rire cine, o-hò va.erã̀ mo'ã.	If there had been a movie, he would have gone.

15. You have learned the vowel-stem verb -'é 'say'. How would you say:

I say	Ha-'é
You say	Er-é
he says	He-'í
We say	Ro-'é
We (incl) say	Ja-'é
You-all say	Pej-é

16. Only two of these forms, ro-'é and ja-'é follow the usual verb conjugation pattern. The 2nd person plural form pej-é is irregular in that the prefix takes the consonant ___. The negative forms of these are regular.

j

Ndo^ro-'é^i.	We don't say it.
Nda^ja-'é^i.	We (incl) don't say it.
Nda^pej-é^i.	You-all don't say it.

17. The 2nd person singular negative is:

Nde^er-é^i

18. The 1st person singular and 3rd person prefixes acquire an initial h, as in all ________ stem verbs.

vowel

19. The negative of these two h-forms loses the h:

Nd^a-'é^i.	I don't say it.
Nd^e-'í^ri.	He doesn't say it.

Notice that the negative of he-'í takes ri. Say each of these several times, thinking of the meaning.

20. Give the negative form of the verb -'é with each of the pronouns:

Oré	Ndo^ro-'ẽ^i.
Ñandé	Nda^ja-'é^i.
Peẽ.	Nda^pej-é^i.
Ndé	Nde^er-é^i.
Xé	Nd^a-'é^i.
ha'é	Nd^e-'í^ri.

21. Translate as fluently as you can.

I don't say it.	Nd^a-'é^i.
Carlos doesn't say it.	Carlos nd^e-'í^ri.
You-all don't say it.	Nda^pej-é^i.
We (incl.) don't say it.	Nda^ja-'é^i.
We don't say it.	Ndo^ro-'é^i.
You (sing.) don't say it.	Nde^er-é^i.

22. If you cannot handle this last exercise fluently, go back and review the material, then try it again.

23. Now try to give the future negative forms, following the model, but substituting for the pronoun:

Oré ndo^ro-'è mo'ã^i.

Ñandé	Nda^ja-'è mo'ã^i.
Peẽ	Nda^pej-è mo'ã^i.
Ndé	Nde^er-è mo'ã^i.
Xé	Nd^a-'è mo'ã^i.
Ha'é	Nd^e-'ì mo'ã^i.

24. Give the negative of the ne or hypothetical future. Think of the meaning:

Oré ndo^ro-'è^i xéne,

Ñandé	Nda^ja-'è^i xéne.
Peẽ	Nda^pej-è^i xéne.
Ndé	Nde^er-è^i xéne.
Xé	Nd^a-'è^i xéne.
Ha'é	Nd^e-'ì^ri xéne.

25. Give the negative of the va.erã future. Think of the meaning:

Ñandé nda^ja-'è va.erã^i.

Oré	Ndo^ro-'è va.erã^i.
Peẽ	Nda^paj-è va.erã^i.
Ndé	Nde^er-è va.erã^i.
Xé	Nd^a-'è va.erã^i.
Ha'é	Nd^e-'ì va.erã^i.

26. Give the negative of the vakué past. Think of the meaning:

Ñandé nda^ja-'è vakué^i.

Oré	Ndo^ro-è^i .vakué.
Peẽ	Nda^pej-è^i .vakûé.
Ndé	Nde^er-è^i vakûé.
Xé	Nd^a-'è^i .vakûé.
Ha'é	Nd^e-'ĩ^i .vakũé.

27. You have learned the vowel-stem transitive verb -'ú 'eat'. It is irregular only in the singular 1st and 3rd person.

I eat it.	Ha-'ú
You eat it	Re-'ú
he eats it	Ho-'ú

28. Learn the negative counterparts of these. Relate them to the negative of -'é 'say'.

Nd^a-'ú^i.	I don't eat it.
Nde^re-'ú^i.	You don't eat it.
Nd^o-'ú^i.	He doesn't eat it.

29. Give the negative form of -'ú with each of the pronouns.

Oré	Ndo^ro-'ú^i.
Ñandé	Nda^ja-'ú^i.
Peẽ	Nda^pe-'ú^i.
Ndé	Nde^re-'ú^i.
Xé	Nd^a-'ú^i.
Ha'é	Nd^o-'ú^i.

30. Translate as fluently as you can. Leave off the optional pronoun.

I don't eat it.	Nd^a-'ú^i.
I won't eat it.	Nd^a-'ù mo'ã^i.
Carlos won't eat it.	Carlos nd^o¬'ù mo'ã^i.
Maria would not eat it.	María nd^o-'ù^i xéne.
We (incl) don't eat it.	Nd^ja-'ú^i.
You-all shouldn't eat ti.	Nda^pe-'ù va.erã^i.

31. One other vowel-stem verb you know is -'á 'fall'. Its' negative forms are like those of -'é and -'ú.

Nd^a-'á^i.	I don't fall.
Nde^re-'á^i.	You don't fall.
Nd^o-'á^i.	He doesn't fall.
Ndo^ro-'á^i.	We don't fall.
Nda^ja-'á^i.	We (incl) don't fall.
Nda^pe-'á^i.	You-all don't fall.

32. Give the negative future with each of the pronouns:

Ñandé	Nda^ja-'à mo'ã^i.
Oré	Ndo^ro-'à mo'ã^i.
Peẽ	Nda^pe-'à mo'ã^i.
Ndé	Nde^re-'à mo'ã^i.
Xé	Nd^a-'à mo'ã^i.
Ha'é	Nd^o-'à mo'ã^i.

33. Examine the following Spanish phrases:

El me da (a mí)...	He gives me...
El te da (a ti)...	He gives you (familiar)...
El le da (a él)...	He gives him...
El le da (a Carlos)...	He gives Carlos...
El nos da (a nosotros)...	He gives us...
El les da (a ellos)...	He gives them...

34. Notice that in Spanish we find the following paradigm of Indirect Object pronouns which precede the verb with the corresponding English translations:

me	me
te	you
le	him; her; you
nos	us
os	you (fam)
les	them; you-all

35. Notice also that following the verb in each example there is an optional prepositional phrase beginning with a which redundantly specifies the indirect object.

36. 'he gives me...' can be said in Spanish by either: 'él me da
___ ______...' or — a mi
él ____ da...' — me

37. You are familiar with the form of the indirect object in Guarani.

o-me'ẽ	xé-ve...	'he gives me...'
o-me'ẽ	ndé-ve...	'he gives you...'
o-me'ẽ	(i)xu-pé...	'he gives him...'
o-me'ẽ	oré-ve...	'he gives us (excl)...'
o-me'ẽ	ñandé-ve...	'he gives us (incl)...'
o-me'ẽ	peẽ-me...	'he gives you-all...'
o-me'ẽ	(i)xũ-pe kuéra...	'he gives them...'
o-me'ẽ	Carlos-pe...	'he gives Carlos...'

38. Notice that in Guarani there are no indirect object pronouns before the verb. Instead there is only a postpositional phrase with the suffix _____ or one of its variants -me or ve. — pe

39. Examine the following Spanish phrases with direct objects:

él	me conoce (a mí)	'he knows me'
él	te conoce (a ti)	'he knows you'
él	lo (la) conoce (a él, ella)	'he knows him, her'
él	los (las) conoce (a ellos, ellas)	'he knows them'

40. Notice that the direct object construction in Spanish is similar to the indirect object construction in that it consists of a direct object pronoun before the verb and an optional prepositional phrase after the verb which redundantly specifies the direct object.

41.	Examine the following:	
	ai-kuaá (i)xu-pé.	I know him.
	ai-kuaá Juan-pe.	I know John.
	ai-kuaá (i)xù-pe kuéra .	I know them.
42.	Notice that in each of the above Guarani sentences the object is third person, i.e., xu-pé, Juan-pe, xù-pe kuéra.	
43.	The above examples are parallel to the indirect object form of Guarani. Is there a direct object pronoun before the verb?	no
44.	How would you say the following:	
	I know John.	Ai-kuaá Juan-pe.
	He knows them.	Oi-kuaá xù-pe kuéra.
	We (excl) know him.	Roi-kuaá xu-pé.
45.	Now examine the following:	
	Ha'é xe^serví (xé-ve)	He serves me.
	Ha'é nde^serví (ndé-ve)	He serves you.
	Ha'é ore^serví (oré-ve)	He serves us (excl).
	Ha'ẽ ñande^serví (ñandé-ve)	He serves us (incl).
	Ha'é pende^serví (peẽ-me)	He serves you-all.
46.	The subject in these Guarani sentences is the third person pronoun ______.	ha'é
47.	The direct object pronouns are joined to the verb by what marker? Notice that the direct object system in Guarani for all except third person is similar to the Spanish direct object system in that it includes a direct object pronoun before the verb and an optional redundant object specifier after the verb. (The optional redundant object specifier following the verb is used with much less frequency than the prepositional phrase in Spanish.)	^

48. What similarity do you observe between these direct object pronouns and the set of possessive pronouns? Are they identical in form?

yes.

49. Actually the set of possessive pronouns, the Quality Verb subject pronouns, and the direct object pronouns are identical except for the third person.

50. How would you say the following? (Leave out the redundant object specifier after the verb.)

He knows me.	Ha'é xe^kuaá.
They know you.	Ha'e kuéra nde^kuaá.
He knows him.	Ha'é oi-kuaá (i)xu-pé.
He knows you-all.	Ha'é pende^kuaá.

51. Examine the following:

Ndé xe^kuaá.	You know me.
Peẽ xe^kuaá.	You-all know me.
Ndé ore^kuaá.	You know us.
Peẽ ore^kuaá?	You-all know us.

52. Notice that with *second person* subjects the same direct object pronouns are used as with third person subjects.

53. Give the meanings of the following:

Ha'é xe^kuaá.	He knows me.
Ndé xe^kuaá.	You know me.
Peẽ xe^kuaá.	You-all know me.
Ndé rei^kuaá ixu-pé.	You know him.

54. Examine the following sentences with *first person* subjects.

Xé roi^kuaá.	I know you.
Oré roi^kuaá.	We know you.
Xé poi^kuaá.	I know you-all.
Oré poi^kuaá.	We know you-all.

55. If first person subjects required the same set of direct object pronouns as second and third person subjects, 'I know you' would have been translated xé ____ kuaá; however such is not the case. 'I know you' is translated xé roi^kuaá.

nde

56. Likewise 'We know you-all' would have been translated oré pende^kuaá, but instead it translated oré ___^kuaá.

poi

57. Examine the following:

xé ai-kuaá	I know it.
xé roi^kuaá	I know you.
xé a-hexa	I see it.
xé ro-hexa	I see you.

Notice that I-verbs retain the 'i' with the direct object pronouns ro and po.

58. Thus for an I-verb such as ipytyvõ, 'to help'; 'I help (him)' would be written xé ____-pytyvõ.
And 'I help you' would be written xé ____ pytyvõ.

ai-

roi^

59. How would you say:

I serve you	Xé ro^serví.
We serve you.	Oré ro^serví.
You serve me.	Ndé xe^serví.
You serve us.	Ndé ore^serví.

60. How do you say 'I love you'?

Xé ro^haihú.

61. A. You have studied vo as used in the following examples:

Aj-ú kurì a-mba.apó vo.	I have come to work.
O-hó ta oi-pytyvõ vo xu-pé.	He will go to help him.

B. Compare this usage with the following:

A-hexá xu-pé oi-ké vo.	I saw him as he came in.
O-ñepyrũ vo ai-ké la kotý-pe.	As he began I entered the room.
O-mba.apó vo o-purahéi.	He sings as he works.
Pedro o-mba.apó oi-kó vo.	Pedro anda trabajando.

Notice that 'VERB plus vo' has the meaning in A of [motion somewhere] for the purpose of verb-ing' (similar to haguã). But in B 'VERB plus vo' indicated 'simultaneity of action', one action taking place simultaneously with another action.

62. Translate the following to Guarani:

As I left she cried. (ḣasẽ)	A-sẽ vo ḣasẽ.
I have come to help you.	Aj-ú roiˆpytyvõ vo.
Viene caminando.	O-guatá o-ú vo.
Va aprendiendo.	O-aprendé o-hó vo.

63. Contrast the following:

Oi-ké vo.	As he entered. (al entrar)
Oi-ké vové.	When he entered. (cuando entró.)

Vo plus the suffix vé is usually translated 'when'.

63. How would you say:

When he came, I was already leaving.	O-ũ̀ vové kurĩ̀, a-sẽ ma a-ĩna.
When he leaves, I will go to work.	O-sẽ̀ vové, a-há ta a-mba·apó.
When he gets up, he will come.	O-pu'ã̀ vové, o-ú ta.

64. Notice that rõ̀ or ramo, which you learned for 'if', is also used in certain contexts to mean 'when'.

O-ký ḣatã va.ekue hĩna, ro-g̃uahẽ rõ̀ upé-pe.	It was raining hard when we arrived there.
A-pu'ã ramo, nda^i-pori-vé^i ma kurĩ̀ ha'é.	When I got up, he wasn't there any more.

The meaning of rõ̀ as 'if' or 'when' must be derived from the context. Rõ̀ meaning 'when' is used most frequently in past tense contexts. While rõ̀ meaning 'if' occurs more frequently in present and future tense contexts.

65. You have learned the verb guerekõ 'to have', and have used it in such sentences as:

Ague-rekõ peteĩ livro xe-pó-pe.	I have a book in my hand.

66. Now examine another very common way of expressing possession:

Xẽ xe-coche.	I have a car.
Nda^xe-coche^i.	I don't have a car. (cannot mean 'It is not my car.')
Nde-platà ḣetá.	You have a lot of money. You are rich.
Nda^ore-platà ḣetá^i.	We don't have a lot of money.

67. In this kind of predication a noun or nominal phrase is attached to a possessive pronoun prefix.

68. How would you say: (using the possessive pronoun plun noun predication)

You have two brothers.	Ndé mokõi nde-hermano.
He has a new car.	Ha'è i-coche pyahý.
We have four oxen.	Oré irundű ore-rymba-buéi.

69. You have already studied *hagué* as in the following example:

Ai-kuaá nde˜re-hó˜i hagué la reunion há-pe.	I know that you didn't go to the meeting.

Compare this with:

A-stimá ndé-ve re-hò haguére.	I thank you for having helped me. (I thank you for helping me.)

Notice that *haguére* is composed of two parts, *hagué* plus the postposition *rehe*. It is usually translated in English as 'for VERB-ing' or as 'for having VERB-ed'.

70. How would you say:

She is happy with him for having come.	O-vy'á o-ú haguére.
Se is mad at him for having bought the shoes.	I-poxý hendivé o-joguá haguére la sapatű.

71. The idea of *always*, meaning 'continually' or 'frequently' is expressed by the particle *jepi* following the verb as in the following examples:

O-ú jepi xe˜andű vo.	He always comes to visit me.
A-hexá jepi xu-pé a-há vo a-mba.apó.	I always see him as I go to work.

72. How would you say:

He always helps me in my work.	Xe^pytyvõ jepi xe-ṙembi-apó-pe.
He always goes out for a walk in the afternoon. (ka'aru-kué)	O-sẽ jepi o-guatá ka'aru-kué.

73. You have studied mĩ as an imperative modulator. And you were also told that it is often translated 'un poco'. Mĩ is also used following verbs in indicative questions or statements to indicated respect or to create interest. Contrast the following:

Mba'é^pa rej-apó re-ĩna.	(rather demanding--said to a stranger.)
Mba'é^pa rej-àpo mĩ re-ĩna.	(polite)
Rei-kuaá^piko o-mendà hagué?	Did you know that he got married?
Rei-kuàa mĩ^piko o-mendà hagué.	(Said to impress the listener with the news.)

In English we usually make the above distinctions with intonational modulation.

74. Mĩ used with nouns generally denotes affections much as the '-ita' diminutive in Spanish.

A-há ta a-ñandú xe-sy mĩ-me.	I'm going to see my mom. (mamacita)
A-hexa gua'ú pe xe-ṙoga mĩ!	I really miss my (little) home!

75. The idea of small is also expressed by the suffix -'í. Compare the following:

Xe-ṙoga mĩ.	My (little) home.
Oga'í	A small house.

76. Contrast the use of the diminutive 'ĩ and ra'ỹ.

Jagua'ĩ	A small kind of dog. (It may be fullgrown.)
Jaguà ra'ỹ.	A puppy.
Kure'ĩ.	A small kind of pig.
Kurè ra'ỹ	A young pig.

77. The suffix -'ĩ when used with verbs is a simple diminutive.

O-paga'ĩ-eté.	He pays very little.
O-mba.apo'ĩ.	He doesn't work much.
O-karu'ĩ.	He doesn't eat much.

78. The suffix -'i is often combined with mĩ as in the following examples.

O-mba.apo'imĩ.	He works very little.
O-mba.apo-porã̀'imĩ.	He does a pretty good job.
Pe kuñataĩ i-porã̀'imĩ.	That girl is quite pretty.
Ro-ñe'ẽ-porã̀'imĩ guaranĩ-me.	He speaks Guarani pretty well.
Xe-kane'õ'imĩ.	I am quite tired.

Notice that 'imĩ used with a Quality Verb such as -porã is an augmentative while used with other verbs it is a diminutive.

79. The idea of small or little is also expressed by mixĩ, a Quality Verb. Notice in the following examples that mixĩ functions quite differently from the other diminutives you have had, even though the meaning is similar to that of 'ĩ́.

Pe oga'ĩ́.	that little house
Pe oga mixĩ va.	
Mixĩ́-etẽ́ pe cavajṹ.	That horse is very small.
Mixĩ xereh̃ẽ ko traje.	This suit is too little for me.
O-karu'ĩ́	He eats very little.
O-karu mixĩ mĩ.	

80. Compassion is expressed with the particle angá. Examine the following:

Hasẽ angá niko pe nḍe-membỹ́.	Your poor little child is crying.
Ña Ruperta nga ḣasỹ́ katṹ.	Poor doña Ruperta is quite sick.
Mba'ẽ́ nga^piko o-jehṹ pe mitã-me?	What in the world is the matter with that poor child?

81. You have had va used to form nominal clauses. It is also used to indicate habitual action, as in the following examples.

Don Pulé o-hó va Paraguaỹ́-pe.	Don Pulé goes to Asuncioń (a lot). (Suele ir a Asunción.)
Pe mitã̀ karia'ỹ́ o-ṹ va María ṙoga-pe.	That young man visits (lit. 'comes to') Maria's house a lot. (Suele visitar)

82. There is also a particle used to show habitual action in the past. Compare the following:

O-hó va. O-hó mi	He goes (a lot), suele ir. He used to go (a lot), solía ir.
A-ñemũ va hendivé.	I often do business with him.
A-ñemũ mi hendivé.	I used to do business with him.

Notice that mi is unaccented--as compared with mĩ, the imperative modulator.

83. The two particles mi and va are usually combined to indicate habitual action in the past. Examine the following:

Ndˆo-hóˆi mi va centro-pe.	He didn't use to go downtown. (No solía ir.)
Ymá xeˆandú mi va.	A long time ago he used to visit me.
Ymá ro-jo-scriví va mi.	A long time ago we used to write each other.

Notice that either of the two can come first without changing the meaning, i.e., mi va or va mi.

84. Examine the following:

Ndé jepeˆpiko aveí, Bruto?	Et tu, Brute? Even you too, Brutus?
Xé jepeˆpiko a-há va.erã aveí.	Will even I have to go too?
I-pirũ xe-hegui la xe rosa ha a-regá jepe ko cada diá.	My rose is all dried up and I even watered it every day.

A-hendṹ jepe ko kurì la re-g̃uahẽ rõ̀ pero nḍ^a-pu'ã-sé^i.	I even heard you when you arrived, but I didn't want to get up.

Notice that jepe (without an accent) in the above examples is translated 'even'. This is just one of its uses.

85. How would you say:

I even called him, but he didn't pay any attention to me. (nḍ^o-penã^i xe-rehé)	A-henõi jepe xu-pé, pero nḍ^o-penã^i xe-rehé.
I even saw him, but I didn't speak to him.	A-hexã́ jepe xu-pé, pero nḍ^o-ñe'ẽ^i hendivé.

86. Examine the following:

O-hò voí ramo jepe kurì, nd^o-hupyty-vé^i ma la camión.	Even though he went early he still didn't catch the bus.
Xe-soguè mĩ rõ̀ jepe ai-kó vo hĩna kurì ai-pytyvõ xu-pé.	Even though (in spite of the fact that) I was broke, I helped him.
O-ṹ tarde rõ̀ jepe, a-hã́ ta hendivé.	Even if he comes late I'll go with him.
Nd^oi-potã́^i rõ̀ jepe, ai-pytyvõ ta xu-pé.	Even if he doesn't want me to, I'll help him.

Notice in the above examples that rõ̀ jepe (or ramo jepe) means 'even though' or 'even if'.

87. Translate the following:

Even though we arrived early the bank was closed.	Ña-g̃uahẽ voí rõ̀ jepe kurì o-ñe-mbotý la banco.
Even if he hunts (hekã́), he won't find it.	O-hekã́ rõ̀ jepe, nd^o-juhṹ mo'ã^i.

(comparison of equality)

88. Affirmative comparison:

Nde-vaí kururú ixa.	You're as ugly as a frog. (or: You're ugly like a frog.)
Iñ-ate'ỹ burro ixa.	He's as lazy as a donkey.
Xé xe-mboriahú peẽ ixa.	I'm poor like you-all.
Nde-jukỹ́ Paraguaya ixa.	You are nice like a Paraguayan.

The element ixa translated 'as' or 'like'.

89. How would you say:

I'm as skinny (pirú) as you.	Xe-pirú ndé ixa.
Joe is as strong as I am.	José i-mbareté xé ixa.
My dog is as smart (arandú) as you-all.	Xe-ṙymba-jaguá iñ-arandú peẽ ixa.
He treats me (xe^trata) like a dog.	Jaguá ixa xe^trata.
She loves you like your mother.	Nde-sý ixa nde^raihú.
He's as brave (i-py'à guasú) as a jaguar.	I-py'à guasú jaguareté ixa.

90. Negative comparison:

Xé nda^xe-pirú^i ndé ixa.	I'm not as thin as you. (I'm not thin like you.)
José nda^i-mbareté^i xé ixa.	Joe is not as strong as I am.
Ndé nda^nde-arandú^i xe-ṙymba-jaguá ixa.	You're not as smart as my dog.

91. How would you say:

I'm not rich like Jose.	Xé nda^xe-platà hetá^i José ixa.
You don't know how to speak like a Paraguayan.	Nde^re-ñe'ẽ-kuaá^i Paraguayo ixa.
English is not as difficult as Ava-ñe'ẽ.	Inglés nda^hasý^i ava-ñe'ẽ ixa.

92.

a. Xe-tuixá.	I'm big.
b. Xe-tuixa-vé.	I'm bigger.
c. Xe-tuixa-vé José gui.	I'm bigger than José.

The comparative suffix vé, as you already know is equivalent to 'more' or '-er' in English. Notice in C that the postfix gui translates 'than'.

José iñ-arandu-vé María gui.	José is smarter than María.
Juan o-gana-vé José gui.	Juan earns more than José.
Xe-mana o-ñe'ẽ-kuaa põra-vé xe-hegui.	My husband can speak better than I can.

93. How would you say:

Maria is thinner than Julia.	María i-piru-vé Julia gui.
They work more than we do.	Ha'è kuéra o-mba.apo-vé ore-hegui.
Carlos is stronger than a horse.	Carlos i-mbarete-vé cavajú gui.

94. Ndé nde-mitã 'you're young (or; a young man)'. Ndé nde-mita-vé xe-he gui 'you're younger than me'. Mitã is used to mean 'young' in reference to a male or female. Its Spanish equivalent is 'joven'.

95. *Nde-g̃uaig̃uĩ*'you're old (or: an old woman)'. *Nde-g̃uã̀ig̃ui-vé xe-hegui* 'you're older than me'. *Guaig̃uĩ* is used to mean 'old' only in reference to female. Its Spanish equivalent is 'anciana; vieja'. *Peteĩ g̃uaig̃uĩ* 'an old woman'. It should be used with care, as it is considered disrespectful to refer to someone as a *g̃uaig̃uĩ.*

96. *Nde-tujá* 'you're old (or an old man)'. *Nde-tuja-vé xe-hegui* 'you're older than I am'. *Tujá* is used to mean 'old' only in reference to a male. It Spanish equivalent is 'anciano; viejo'. *Peteĩ tujá* means 'an old man'.

97. How would you say:

Paul is older than Maria.	Pavlo i-tuja-vé María gui.
Maria is younger than Paul.	María i-mĩta-vé Pavlo gui.
Lisa is older than Paul.	Lisa i-g̃uã̀ig̃ui-vé Pavlo gui.
Paul is younger than Lisa.	Pavlo i-mĩta-vé Lisa gui.

98. Examine the following:

Oi-kuaá xu-pé hikuái.	They know him.
O-jo-kuaá (oju-pé) hikuái.	They know each other.
Ro-jo-kuaá (oju-pé)	We know each other.

The reciprocal of transitive verbs is formed by adding the prefix *jo-* to the verb stem. The optional and rarely used reciprocal pronoun *oju-pé*, can also be added.

99. How would you say:

We (incl) called each other.	Ña-ño-henõi kurĩ (oju-pé).
We (excl) saw each other.	Ro-jo-hexa kurĩ (oju-pé).
They met (topá) each other.	O-jo-topá kurĩ (oju-pé).

100. Notice in the following examples that with some verbs the reciprocal can be used with singular subjects:

A-jo-topá hendivé.	I met with him. (Me encontré con él.)
Re-ñorairõ hendivé.	You fight with him. (Tu peleas con él.)

These constructions seem to be borrowings from the Spanish 'me VERB con él'.

101. You have had the reflexive, formed by adding the prefix *je-* to the verb stem. There is also an optional but very rarely used reflexive pronoun following the reflexive verb as in the following examples:

A-je-kuaá (xe-ju-pé).	I know myself.
Re-je-kuaá (nde-ju-pé).	You know yourself.
O-je-kuaá (i-ju-pé).	He knows himself.

Notice that with the reflexive, the optional pronoun is composed of possessive plus *jupé*, where the possessive agrees in person with the subject.

102. Translate the following using the postpositional phrases and compare the postpositional phrases.

He knows him.	Oi-kuaá (i)xu-pé.
He knows himself.	O-je-kuaá i-ju-pé.
They know each other.	O-jo-kuaá oju-pé.

103. Examine the following:

I-mandu'á xe-rehé.	He remembers me.
I-mandu'á ojue-hé.	They remember each other.
Xe-mandu'á xe-je-hé.	I remember myself.
I-mandu'á i-je-hé.	He remembers himself.

Notice in the above examples that there is no je or jo prefix before the verb stem to express reflexiveness nor reciprocity. The hé of the reciprocal and the reflexive pronouns is a variant of the postposition rehe.

104. How would you say the following, using the variants of the postposition rehe.

I look (maña) at you.	A-maña nde-rehé.
They look at each other.	O-maña oje-hé.
I look at myself.	A-maña xe-je-hé.

105. Notice the similarities between the formation of the reciprocal and reflexive with the postposition gui 'from' in the following examples with rehé:

Ḣesarái i-sý gui.	He forgets his mother.
Ḣesarái xe-hegui.	He fogets me.
Ḣesarái ojue-hegui.	They forget each other.
Ḣesarái i-je-hegui.	He forgets himself.
Xe-ṙesarái xe-je-hegui.	I forget myself.

106. The reciprocal is formed by putting ______ before hegui.

ojue

107. The reflexive is formed by putting the ________ pronoun plus je before hegui.

ojue

108. Using the postposition gui translate the following:

I laugh at you. Me río de ti.	A-puká nde-hegui.
We (excl) laugh at each other.	Ro-puká ojue-hegui.
They laugh at themselves.	O-puká je-hegui.
They laugh at each other.	O-puká ojue-hegui.

109. The postposition ndi; ndive with pronouns, has no reflexive forms, and two major phonological changes take place in the reciprocal prefix ojue when it occurs with ndivé. Compare the following:

O-puká ojue-hegui.	They laugh at each other.
O-hó oño-ndivé.	They go with each other. (together)

The j of ojue becomes ñ because of the nasal environment and the ue becomes o.

110. How would you say:

They are studying together.	O-studiá hĩna oño-ndivé.
We (incl) work together.	Ña-mba.apó oño-ndivé.
They arrived together.	O-guahẽ oño-ndivé.

111. Contrast:

Carlos o-ũ kurĩ.	I personally attest to the fact that Carlos came.
Carlos o-ũ ra.è.	It was reported to me that Carlos came.

Ra.e indicates here that the statement is not personally attested to by the speaker, but reported secondhand.

112. How would you report the following without personally attesting to its truth.

Carlos went to Asunción.	Carlos o-hó ra.e Paraguaý-pe.
Maria came yesterday.	María o-ú ra.e kuehé.

113. Contrast:

a. Oi-kuaá ne?	Will he find out?
b. Oi-kuaá ne nipo?	I wonder, will he find out?
a. Mboý ne hĩna?	How many will there be?
b. Mboý ne nipo hĩna?	I wonder, how many will there be?

Nipo (or nimbo) indicates wonderment, astonishment or surprise. It is frequently linked with ra.e:

a. Carlos	It's Carlos
b. Carlos nipo ra.e.	So it was Carlos.
a. Moõ^pa o-hó ra.e.	Where did he go?
b. Moõ nimbo o-hó ne ra.e?	Who knows where he's gone?

114. How would you say:

Would it be him by chance?	Ha'é ne nipo hĩna?
I wonder where he's gone?	Moõ nimbo o-hó ra.e?
It turns out he has come already, I hear.	O-ú ma nipo ra.e.

115. Examine the following:

Ja-há mandi.	Let's go (without waiting any longer).
Te-re-hó mandi.	Go (don't wait any longer).
O-hó mandi rõ̀, i-põ̀ra-vé ta.	It would be better if he would go right away. (Without further hesitation.)
Ja-há mandi o-kỹ̀ mboyvé.	Let's go before it rains.

Mandi is most frequently used with imperative and implies immediate or expedient action.

116. Using mandi, how would you say:

It would be better if you would go right away.	Re-hó mandi rõ̀, i-põ̀ra-vé ta.
Bring in (e-mboingé) clothes, it's going to rain.	E-mboingé mandi pe aó, o-kỹ ta ma.
Let's go to the bank right away before it closes (on us).	Ja-há mandi banco-pe o-ñe-mbotý mboyvé ñandehegui.
Ask him (about it) before we make it.	E-porandú mandi xu-pé jajapó mboyvé.

117. You are already familiar with katu in Xé katu a-há ta, 'I, on the other hand, will go.' Examine the following:

a. Pero o-mba.apó katu Don Pule.	On the contrary, don Pule does work.
b. Nda^upe ixa^i. Oi-pytyvõ katu i-sý-pe.	That is not right. He does help his mother.

c. E-mba.apó katu na, ha e-pena'ỹ hesé.	Go ahead and work, and don't let him bother you.
d. Er-é katu na xu-pé.	Go ahead tell him (don't be afraid).
e. Ja-há katu na.	Let's go (and quit fooling around).

118. Notice that there are two principal ideas expressed by katu in the above examples. In a and b the context is disagreement between the speaker and the one spoken to, or the desire on the part of the speaker to clear up a false impression. The speaker used katu to strengthen his affirmation. In c, d and e, katu expresses 'resolution' or 'decision'.

119. How would you say:

Come on (and stop fooling around.)	Ej-ú katu.
On the contrary, I'm going to the dance with her tonight.	A-há ta katu hendivé la jeroky há-pe ko pyharé.
Go ahead and do it. (And don't worry about the consequences.)	Ej-apó katu na.

120. Examine the following:

O-mba.apó-nte.	Trabaja, no más (without receiving any money).
O-mba.apó ma hĩna.	He is already working.
O-mba.apó mante.	Trabaja únicamente. He is obliged to work...

Notice that even though mante is probably derived from ma plus nte its meaning is somewhat different from the mere combination of the meanings of ma and nte. Examine the following examples:

Re-ñe'ẽ mante va.erã re-ñe'ẽ-kuaà põ̀ra-vé haĝuã.	You will just have to speak to learn how to speak better.
Upé ixa mante re-ñe'ẽ̀-kuaá ta.	Así, únicamente aprenderás a hablar.
A-pytá ta mante ko'á-pe ko pyharé.	I will just have to stay here tonight. (I missed my bus.)

121. Translate the following:

You will just have to study harder to learn it.	Re-stũ̀dia-vé mante va.erã re-aprende haĝuã.
It broke (o-pẽ) [on me] and I just had to buy a replacement (ḣekoviarã).	O-pẽ xe heguí ha a-joguá mante ḣekoviarã.
He will just have to leave.	O-sẽ mante va.erã.

122. Examine the following:

A-me'ẽ̀ reí ta ndé-ve.	I'll give it to you free (for nothing).
O-mba.apo reí.	He works for nothing. (without pay)
O-ñe'ẽ̀ reí jevý ma hĩna.	He is talking uselessly. He is telling fibs. Habla de balde.
Ro-hó reí ta-nte.	We will just go to fool around.
Ro-hó reì-eté.	We went uselessly. (Without accomplishing our purpose.)
O-kâi reí.	It burns easily.

Reí has a great variety of meanings and uses. It is usually translated in Paraguayan Spanish as 'de balde'. In English it can frequently be translated, 'uselessly; without purpose; free', etc.

123.	Using reí, how would you say:	
	He brings my letters to me without charging me anything.	O-guerú reí-nte xé-ve xe-carta kuéra.
	I went to him (h̃enda-pe) three times without results.	Tres veces a-há reĩ-eté h̃endá-pe.
	He killed a dog for no reason at all.	O-juká reí-te pe jaguá.
	It breaks (jeka) easily.	O-jeka reí.
124.	You are familiar with the verb Ipotá 'to want' used alone; it is also used as a second element in a compound verb. As in the following examples:	
	Ja-ha-pota-ité ma.	We are just about to leave. (At the point of leaving.)
	O-kỹ-potá ma hĩna.	It is about to rain.
	Used this way potá means ______________________.	'to be about to VERB'
125.	How would you say:	
	He is just about to fall.	Ho'à-potà-ité ma.
	We are about to eat.	Ja-karù-potá ma.
126.	Notice the change in potá when the first verb in the compound is nasal:	
	O-guahẽ-mbota-ité ma.	He is just about to arrive.
	O-sẽ-mbotá ma.	He is about to leave.
	The initial 'p' of potá in the above examples becomes ____.	mb.
127.	How would you say:	
	He is just about to call me.	Xe^renõi-mbotà-ité ma.
	He is about to die.	O-manõ̀-mbotá ma.

Summary

NE: Hypothetical future usually translated 'probably' or 'would VERB'.

Ro-ḣa.arõ ne	We will wait, probably· we may wait
Re-pytá ne^pa o-ú rõ̀ ha'é	Would you stay if he came?
Xe-hermano ne péva	That must be my brother.

NEGATIVE OF NE: With the negative NE becomes XÉNE

Oj-apó ne	He will probably do it.
Nd^oj-apò^i xéne	He probably won't do it.

MO'Ã Indicates 'almost happened but didn't', or with va.erã, 'would have'

A-rambosà mo'ã, pero o-ú ha'é	I was about to eat breakfast, but he came.
Oi-kó rire cine, o-hò va.erã mo'ã	If there had been a movie, he would have gone.

NEGATIVE OF VOWEL - STEM VERBS One irregularity: In first and third person, the h drops in the negative.

(Aff)	ha-'é	I say	ha-'ú	I eat it	ha-'á	I fall
(Neg)	nd^a-'é^i		nd^a-'ú^i		nd^a-'á^i	
(Aff)	he-'í	he says	ho-'ú	he eats it	ho-'á	he falls
(Neg)	Nd^e-'í^ri		nd^o-'ú^i		nd^o-'á^i	

INDIRECT OBJECT

Guarani has no indirect object pronoun before the verb as does Spanish.

O-me'ẽ xé-ve.	Me da a mí.

DIRECT OBJECT

Guarani has a direct object pronoun before the verb which is represented as linked to the verb by a hook (^). An optional (but rarely used) redundant pronoun in its 'pe-form' may follow the verb.

Ha'e xe^kuaá (xé-ve).	El me conoce (a mí).
Ha'e nde^kuaá (ndé-ve).	El le conoce (a Ud.).

THIRD PERSON

Guarani has no third person direct object pronoun before the verb.

for 1st person:

Ndé xe^kuaá (xe-ve).	You know me.

but:

Ndé rei-kuaá xu-pé.	You know him.
Ndé rei-kuaá Juan-pe.	You know John.

DIRECT OBJECT WITH 2ND AND 3RD PERSON SUBJECT

When the subject of a verb is ha'e, ndé, or peẽ, the object pronoun is of the same form as the corresponding possessive pronoun.

	xe^kuaá		know(s) me
ha'é	nde^kuaá	he	know(s) you
ndé	ore^kuaá	you	know(s) us
peẽ	Ñande^kuaá	you (pl.)	know(s) us
	pende^kuaá		know(s) you (pl.)

DIRECT OBJECT WITH 1ST PERSON SUBJECT

When the subject of a verb is xé or oré and the object is second person, a curious form is used.

xé	roi^kuaã́	I	know you
oré	poi^kuaã́	we	know you (pl.)

R-H FACTOR

R-H factor verbs take the 'r' form when occurring with objects identical to the possessive prefixes.

Ha'é xe^ṙexá.	He sees me.
Ha'é ndẹ^ṙa.arõ.	He waits for you.

VO

Indicating 'simultaneity of action.'

A-sẽ vo hasẽ.	As I left, she cried.
O-guatá o-ú vo.	Viene caminando.

VOVÉ

Meaning 'when.'

O-ú vové kurì, a-sẽ ma a-ĩna.	When he came, I was leaving.
O-pu'ã vové, o-ú ta.	When he gets up, he will come.

RAMO (RÕ)

Meaning 'when' is distinguished from ramo meaning 'is' by context.

O-ky hatã va.ekue hĩna, ro-g̃uahẽ rõ upé-pe.	It was raining hard when we arrived.

'TO HAVE'

The notion of 'to have' is frequently expressed by a noun with a possessive prefix.

Xé mokõi xe-hermano.	I have two brothers.
I-plata ḣetá.	He has a lot of money.

HAGUÉRE

Combination of hagué and re(he) meaning 'for VERB-ing' or 'for having VERB-ed.'

O-vy'á rej-ú haguére.	He's happy for your having come.
Xe-poxý he-ndivé ro-joguá haguére.	I'm mad at him for buying it.

JEPI

'always', 'frequently.'

O-ú jepi xe^andú vo.	He always comes to visit me.
Xe^pytyvõ jepi xe-ṙembi-apó-pe.	He frequesntly helps me in my work.

MĨ

Used to modulate a direct question or indicate particular interest.

Mba'é^pa rej-apo mĩ re-ĩna ?	What are you doing?
Rei-kuaá mi^piko o-mendá hagué ?	Did you know that he got married?

MĨ

With nouns usually denotes affection or humility.

Xe-ṙoga mi.	My (little) home.
Xe-sy mĩ.	My (little) mother.

'Í

Simple diminutive used with nouns and verbs.

oga'í	little house
jagua'í	little dog
o-paga'í	he pays little

RA'Ý

Meaning 'young.'

jagua ra'ý	puppy
avatĩ ra'ý	young corn plant

'IMĨ

Combination of 'i and mĩ.

O-mba.apo 'imĩ.	He works very little.
O-mba.apò porã 'imĩ.	He does a pretty good job.

MIXĨ

A quality verb meaning 'to be little.'

Mixĩ-eté pe cavajú.	That horse is very little.
Mixĩ xe-rehé ko traje.	This suit is too little for me.

ANGA OR NGA

Expresses compassion.

Hasẽ anga niko pe nde-membý.	Your poor little child is crying.
Ña Ruperta nga hasy katú.	Poor Doña Ruperta is quite sick.

VA Indicating habitual action; translated 'suele'.

Ha'e o-ú va María róga-pe.	El suele venir a la casa de María.
Don Pulé o-hó va Paraguaý-pe.	Don Pule suele ir a Asunción.

MI (unaccented) Indicating habitual action in the past. translated 'solía'.

O-hó mi	Solía ir.
A-ñemú mi he-ndivé.	Solía negociar con el.

MIVA Combination of mi va indicating habitual action in the past.

O-hó miva centro-pe.	Solía ir al centro.
Yma xe^andú miva.	Antes solía visitarme.

JEPE meaning 'even'

A-henõi jepe xu-pé pero nd^o-pena^i xe-rehé.	I even called him but he didn't pay any attention to me.

RAMO JEPE
RȎ JEPE meaning 'even though' or 'even if'.

O-ú tarde rȍ jepe, a-há ta he-ndivé.	Even if he comes late, I'll go with him.
O-ú tarde rȍ jepe, a-há kurì he-ndive.	Even though he came late, I went with him.

CONPARISONS OF EQUALITY

(Aff)	Nde-vaí kururú ixa.	You're as ugly as a frog.
(Neg)	Nda^xe-pirú^i ndé ixa.	I'm not as thin as you are.

COMPARISONS OF INEQUALITY

Xe-tuixa-vé nde-heguí.	I'm bigger than you are.
I-tuja-vé María gui.	He is older than María.

TUJA vs. G̃UAIGUĨ

Tuja 'old' refers to men. G̃uaiguĩ 'old' refers to women.

I-tuja.	He is old.
I-g̃uaiguĩ.	She is old.

RECIPROCAL PRONOUN

Oi-kuaá xu-pe.	He knows him.
O-jo-kuaá (Oju-pé)	They know each other.
Ja-jo-kuaá (Oju-pé)	We know each other.

REFLEXIVE PRONOUN

possessive prefix plus ju-pé

A-je-kuaa (xe-ju-pé).	I know myself.

RECIPROCAL PRONOUN with REHE

ojue-he

I-mandu'a xe-rehé.	He remembers me.
I-mandu'a ojue-hé.	They remember each other.

RECIPROCAL PRONOUN with GUI

ojue-heguí

H̊esarái xe-heguí.	He forgets me.
H̊esarái ojue-heguí.	They forget each other.

RECIPROCAL PRONOUN with NDIVÉ

oño-ndivé

O-hő he-ndivé.	He went with him.
O-hő oño-ndivé.	They went together (with each other).

RA.E

Refers to events about which the speaker was not fully aware of when they happened, often reported second hand.

O-hő ra.e.	He went (it turned out).
O-ú ra.e.	He came (I found out).

NIPO (OR NIMBO)

Indicates wonderment or surprise. It often occurs with ra.e.

O-hő nipo ra.e.	He really did go. (I found out.)

MANDI

Used frequently with imperatives; implies immediate or expedient action.

Ja-há mandi.	Let's go (it will be better not to wait).
Te-re-hő mandi.	Go! (Don't wait any longer.)

KATU

Used to strengthen an affirmation and to express resolution or decision.

Pero o-mba.apő katu.	(On the contrary) he does work.
Ja-há katu na.	Let's go (and quit fooling around).

MANTE

Implies obligatory results, and in may cases is best translated by the Spanish 'únicamente'.

Upé ixa mante re-ñe'ẽ-kuaá ta.	Así únicamente aprenderás a hablar.
A-pytá mante ko'á-pe ko pyharé.	I'll just have to stay here tonight.

REÍ

Means 'free; uselessly: without purpose'.

A-me'ẽ reí ta ndé-ve.	I'll give it to you free.
Ro-ho reí ta-nte.	We'll just go to fool around.

POTÁ or MBOTÁ

When occurring as the second element in a compound verb it implies imminence of occurrence.

O-hò potá.	He is about to go.
O-guahé mbotá.	He is about to arrive.

Survival Expressions

E-ñangarekõ ani hağuã re-'á.	Ten cuidado que no te caigas.

state of health

1.	Mba'ẽ ixa^pa re-ñe-ñandú ?	How do you feel ?
2.	Angè pyharé xe-akanundú.	Last night I had a fewer.
3.	Xe-pirè vaí xe-ko'ẽvo.	I woke up in a bad humor.
4.	Mboý diá ma^pa oj-apó re-ñandu hagué ko mba'asý ?	How many days have you had this illness ?
5.	Oj-apó seis dia ma a-ñandu hagué.	I've had this illness 6 days.
6.	Xé akã̀ ṙasý.	I have a headache.
7.	A-je-py'apỹ̀-eté ko a-ĩna, tekotevẽ́ a-ñenõ.	I feel quite nervous, I need to to lie down.
8.	H̊asý^pa ndé-ve nde-ṙetymã́?	Does your leg hurt ?
9.	Xe-sý h̊asỹ̀-eté.	My mother is very ill.
10.	Oi-kó vaĩ-eté.	She's pretty bad off.
11.	Xe-kane'õ-ité-pa !	How tired I am !
12.	H̊asýko hi'ã xé-ve ko Ana.	Anna looks sick to me.
13.	Mba'ẽ^iko o-jehú ndé-ve?	What happened to you ?
14.	Nde-rovã́ pytã.	Your face is red.
15.	Xé^jopi peteĩ káva.	A bee stung me.
16.	Nde^su'ú^piko peteĩ jaguá ?	Did a dog bite you ?
17.	Xe-ṙasý ai-kó vo.	I'm sickly (sick all the time).
18.	Ai-kó xe-ṙasý.	I'm sick.
19.	Na^ñe-ñandu porã^i.	I don't feel well.
20.	Ł-me'ẽ na xé-ve pohã.	Give me some medicine.
21.	Hesái ha i-kyrá.	He's healthy and fat.

miscellaneas expressions

1.	T-o-ú la o-ú va.	Come what may.
2.	A-ha-se-té-pa.	How I long to go.
3.	A vuen tiempo.	Just in time (to eat with us).
4.	O-pytá mesa guý-pe.	Quedó bajo la mesa (= he came too late to eat).
5.	Mãra-vé nd^oi-kó^i!	No importa!
6.	Ai-po-py xu-pé.	We shook hands.
7.	Ni mba'evé ixa rõ̀	De ninguna manera.

Teasing and Insulting

1.	Nde-ate'ỹ burro hový ixa.	You're as lazy as a blue donkey.
2.	Jaguá ixa ndé xe^tratá.	Me trata como un perro.
3.	Mba'evé te ningo xé-ve.	Qué me importa?
4.	A-ñe-defende-kuaá.	I can defend myself.
5.	Ai-kuaauká ta ndé-ve avá ndi^pa re-tratá.	I'll show you who you're dealing with.
6.	Aní nde-japú ti.	Don't lie.
7.	Mba'e re^pa er-é tie'ỹ?	Por qué dice cosas malas?
8.	Nde-paciencia mĩ kena.	Tenga un poco de paciencia.
9.	Aní ke nde-tavý tei.	No sea ignorante.
10.	Aní na upé ixa ti.	No sea así.
11.	Aní nde-posý tei!	No se enoje!
12.	Nde-poxý^pa.	Are you mad?
13.	Nde re-ñe'ẽ heta ha nde^er-é^i.	You talk a lot and say nothing.
14.	Ha-'e mĩ-nte la xé a-ñandú va.	I say what I feel.
15.	Añeté la er-é va, la nde-vai há.	It's true what you say, that you're ugly.

Insults, Threats & Joking

1.	Ãğa-nte ja-jo-topá ne tape po'í-pe.	Some day we'll meet in a narrow street.
2.	Mba'é ixa tamõ ra.e re-consegui, xe-karaí .	Ojalá lo consiga, mi hijo.
3.	Te-re-ho- e-manõ mba'é.	Go jump in the lake.
4.	Rej-ú re-ñe-mbombarete-sé ko'á-pe.	You come around here acting tough.
5.	Re-re-ho mba'é na.	Véte de una vez.

Asking Distances

1.	Mombyrý^pa ko'á gui Ca'acupé?	Is Ca'acupe far from here?
2.	Mboý hora-pe^pa o-ñe-g̃uahẽ Encarnación-pe?	How many hours to get to Encarnacion?
3.	Mboý kilómetro^pa o-pytá á gui Luque?	How many kilometers is Luque from here?
4.	Mba'é ixa^pa ikatú a-g̃uahẽ pya'e-vé San Lorenzo-pe?	How can I get to San Lorenzo the fastest way?

Giving Distances

1.	Ca'açupé o-pytá una hora re-hǫ́ ta rõ yvý rupi, ha re-hó ta rõ camion-pe o-pytá media hora-nte.	It takes an hour to Ca'acupe if you go on foot, and a half hour if you go by bus.
2.	Nḍa^mombyrý^i^pa á gui.	It's not far from here.
3.	O-pytá dies kilómetro á gui.	It's 10 kilometers from here.

Moral Advice, etc.

Anĩ re-reko-sẽ́ nḍe-mba'e'ỹ.	Don't covet what is not yours.
Anĩ ke nde-resarái nḍe-r̃̇etã gui.	Don't forget your country.
Anĩ nde-rová̃ tavý ti !	Don't mess around !
Ñai-mo'ã'ỹ há gui-nte ko o-ṹ la i-vaí va.	Cuando no se espera viene lo malo.

dialog

A. Mba'ẽ́^pa oj-apó ta xe-rehe hikuái ?	What will they do for me ?
B. N^oj-apó mo'ã^i nde-rehe mba'e-vé.	They won't do anything for you.

Survival Expressions

1.	Ha-'e-se mĩ ndé-ve peteĩ mba'e.	I want to tell you something.
2.	A-jeruré ta ndé?ve peteĩ mba'e.	I'm going to ask you something.
3.	Xe^perdoná na.	Forgive me.
4.	Nde-rehe-nte ma o-ĩ upéva.	That depends on you.
5.	Nd^ikatú^i.	I can't believe it.
6.	Xẽ́ ndo^ro^guerovia^i.	I don't believe you.
7.	Kóva la añete gua.	This is true.

saying

Nd^o-valé^i ka'ṹ reheve oi-kṍ cavaju ári.

Unit 10

Preparation Stage

Orthographic Variations

For the purpose of facilitating your initial study of the language certain spelling conventions were introduced in this book which you will not find elsewhere. You will be weaned from these gradually.

To begin with we preserved forms such as nda, nde, mbo, etc., even when they occurred within nasal spans, and thus lost the b or d. From now on we will write all such forms just as they sound. For example, column B shows how words in column A will be written from now on (in respect to the mb, nd segments).

Column A	Column B
nḍe-amigo	ne-amigo
ñanḍe^pytyvõ	ñane^pytyvõ
nḍa^nḍe-rymbá^i	na^ne-rymbá^i
nḍe^re-ñe'ẽ^i	ne^re-ñe'ẽ^i

Secondly, certain conventions of linking, by hyphens, ligatures (^), and by simple juxtaposition with or without intervening space, are now to be gradually relaxed. Column B shows some of the changes in linking conventions that you may encounter.

nda^xe-róga^i	nda xe rógai
a-ha ta ma	ahátama
roi^pytyvõ (I help you)	roipytyvõ
o-pyta-sé va	opytaséva

Thirdly, the conventions for marking stress have been as follows:

1. Primary and secondary stress has always been marked, unless
    a. it is a Spanish word (in which case a special set of conventions has been followed);
    b. stress is implied by a nasalized vowel.

From now on stress may (optionally) not be marked when it occurs finally in a word. In words of high frequency stress may also be left unmarked. When stress occurs non-finally, it will be marked, unless the word is very well known or unless it is a Spanish word with penultimate stress.

Column A	Column B
a-há	aha
a-há ta	ahata
o-pyta-sé	opytase
o-pyta-sé va	opytaséva
t-o-ú	tou
óga	oga

Survival

Na-cena-mbá ma	We've all eaten supper already
Ja-karu-pá ta ma	We'll all eat now
Ndé^pa rei-me-mbá ma ?	Are you ready ?
Haimete	Almost.
O-jogua o-ký ta	Parece que va a llover
Nei-mo'ã upe ixa	Así parece
Hi'ã-nte xé-ve roi^pytyvõ	Deséo ayudarte
O-vende-sé hepý pe fideo	They want to sell the noodles at a high price
Mba'é re^pa re-puká, x-amigo ?	Why do you laugh ?
Upéva xe^mbopuká	That makes me laugh
Upéva xe^mbyasẽ	That makes me cry
Oi-ké xe-akã-me	It occurred to me

(Relative Time Expressions)

PAST

[possible answers to Araka'é^pa re-guahẽ ra.è ?]

Hetâ-ité ára ma	Many days ago
Aré ma	Some time ago
Kuehé	Yesterday
Ange-té	Reciéncito, hace un buen rato
Ange-té lento-nte	Reciéncito
Ymá ma	Hace tiempo
Angè pyharevé	This morning
Ramo-ité	Reciencito
Ko kuehe-té	Háce poco tiempo
Ko kuehe-vé	El otro día (pasado)

Ro-vy'a ro-Ĩ hagué re ko'á-pe ?	Are you happy to be here ?
A-je-pokuaá ma ko ára re.	I'm already used to this weather.
Mba'é aña^piko la rej-apó va hĩna ?	What in the devil are you doing ?
Mba'é aña^piko la er-é va ?	What in the devil did you say ?
Mba'é aña^piko aj-apó ta ?	What in the devil will I do ?
Rei-kuaá^pa mãva^pa o-ú ra.è Norteamérica-gui ?	Do you know who came from North America ?
Nahãniri.	No.
Francisco. Ña Josefa memby.	Francis. Mrs. Josefa's son.
E'a ndé ! Oú^piko opyta haguã ixa ?	Really ? Did he come to stay ?
Carlos i-poxy hĩna nḍe-ndivé.	Carlos is mad at you.
Piko hĩna!	Is that right !
Hẽe, ha he-'í nḍe-nupa ta ha.	Yes, and he said that he was going to slug you.
Piko hĩna.	Is that right.
Kuehé a-juhú kurì Angel-pe.	Yesterday I ran across Angel.
E'a ndé. Mba'é ixa^piko oi-kó ?	Really, how is he ?
	Pero !! Cómo está ?
E-hasa e-guapy.	Come in and sit down.
Ej-ú py ja-terere.	Come on and let's have some tereré. (cold mate tea)
Ej-ú py ja-kai'ú.	Come on and let's have some hot tea.
Ej-ú py ja-jepe'e.	Come on and let's warm ourselves by the fire.
Mba'é^pa o-Ĩ nde-ju-ha gui ?	How is it where you just came from ?
Nde-guápo-nte^pa ?	Are you all right ? (How are you ?)
Nd^o-valé^i nde-poxý.	You don't need to get angry.
Nd^ai-kuaa-sé^i xu-gui mba'evé.	I couldn't care less about him.
Ha mba'é^pa o-Ĩ upe va re ?	So what ? (Y qué hay por eso ?)
Te-re-ho na e-manó.	Go jump in the lake.
O-Ĩ la travajo pero nd^ai-po^ri la plata.	There's work, but there's no pay.
A-mba.apó burro ixa ha ndo^paga^i xé-ve.	I work like a dog and he doesn't pay me.
Xe-ry'ái xe-rykué.	I'm sweating like a dog.
Xe-mboriahu-vé anguja tupaó gui.	I'm poorer than a church mouse.

Shopping

substitution table

ai-potá	un dos tres	kilo	jetý mandi'ó so'ó arros
		litro	kambý kerosén eíra aceite

Present or indeterminate past, present, future

Sapy'apy'a	From time to time
Ko'ẽ-mbá mboyvé	Before it's quite dawn
Upé vove-té	En seguida
Mantè reí	Cada momento
Hi-época-pe	In its season
Memé	Con frequencia (continuamente)
Pytymbý javé	While it's dark
Ko tiempo-pe	En este tiempo
Jepi	Siempre
Py'ỹi	Frequently
Tapiá	Siempre
Este dia	Today
Ko'ãg̃a rupi	Por ahora

FUTURE [possible answers to Araka'é^pa o-g̃uahẽ ta ?]

Ãg̃a-ve	Later
Ãg̃a mié	A bit later
Ãg̃a-ité (ma)	Right away
Nda^hi'ãre-vé^i ma va.erã ku	Ya no debe tardar más
Xe-arè mié ta guèteri	I'll be a while yet
Ko'ẽro-ité	Mañanita
Ko'ẽ ambué rõ̀	Pasado mañana
Upéi	Despues
Ambuè ára	Otro día
Sapy'á-nte	Algun momento
Ambue año o-ú ta va-pe	Some year
Upé vo ae	Recién entonces

Q.	Nde^gustá^pa Paraguái ?	Do you like Paraguay ?
A.	Ñe'ĩra guèteri a-juhu la i-ñaña va ni i-tie'ỹ va.	I haven't found out yet what's bad about it.
Q.	Mãva^piko ndé ?	Who are you ?
A.	Ña Leona memby xé.	I'm Sra. Leona's child.

Survival Phrases

Nda^mombyry^i.	It's not far.
Ape-té-nte.	It's right close.
Nda^i-pú^i guèteri.	It's not time yet.
Nda^ipori ava.vé.	No está nadie.
Nd^o-ky-sé^i.	It won't rain.
Nd^o-ky mo'ã^i.	It won't rain.
Nda^ipori-vé^i.ma.	Ya no hay más.
Marãvé ko nd^oi-ko^i.	No importa.
Nd^oi-kó^i mba'è vé.	No pasó nada.
Ani na upe ixa ti.	Don't be like that.
Mba'é re^pa nde^rej-ú^i xe-ndivé.	Why didn't you come with me?
Nda^ikatú^i gui.	Because I couldn't.
Emyendý la estufa.	Light the stove (tuto endý).
Hendy la lus.	Turn on the light.
Re-huga-kuaá^pa varáha?	Do you know how to play cards?
Péva ha'é ma hĩna.	Eso ya es.
Nde-ytá^pa?	Do you swim?
Mãva^pa nda^hasỳ^i-vé?	Which is easier?
Ei-ke katu!	Come in!
Tekotevẽ a-ha.	I must go.
A-há ta aj-ú.	I'll be back. (Volveré en seguida)
Yma ndo^ro^hexa-vé^i.	Long time no see.
A-rekó hetá mba'é a-porandu-sé va.	I have a lot of things I want to ask.
Mba'é la reikuaà-se-vé va re-ĩna?	What else do you want to know?
Eñangareko ke nde-jehe.	Take care of yourself.
Por poco na^xe^nupã^i.	Por poco me pega.
Japú upé va.	That's a lie. (mentira es eso.)
Ha-'é nte ndé-ve.	I was just joking. (Lo digo, no más)
Mamõ gui^piko ndé re-guahẽ.	Where are you arriving from?
Pya'e mĩ ke.	Hurry a bit.
Kova^pa la Itá rape?	Is this the road to Itá?
Roi^pytyvõuká ta José rupi.	I'll have José help you.
Eñemú na xe-ndive marxánte.	Do business with me marchante.
Re-hejá^pa xé a-há nde-ndivé?	Will you let me go with you?
Re-hejá xé roi^pytyvõ mí.	Me permite ayudarte un poco?
A-ñe-mbyasý ro^mboñemyrõ hague re.	Me duele por haberte ofendido.
A-rovia hàsy ne há.	I believe it would be difficult.